

Proceedings of 1st International Virtual Conference on

**Reflections on Holistic,
Multi-Disciplinary & Futuristic Aspects
in Higher Education**

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A.K. Publications

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First Edition 2022

ISBN 978-93-95033-16-9

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PRINTED IN INDIA

Published by A.K. Publications and Printed at Global Printers, Delhi.

Preface

India's higher education institutions (HEIs) have increasingly turned to consider sustainability over the last decade. Education for sustainable development (ESD) has emerged as a way of instilling students with the skills, values, knowledge, and attributes to live, work, and create change in societies facing complex and cross-cutting sustainability challenges. However, the question of how higher education institutions (HEIs) can actively embed Education for sustainable development (ESD) more broadly in and across curricula is one that continues to challenge institutions and the Higher Education (HE) sector as a whole.

While traditional teaching practices and methods associated with subject-based learning may be suitable for educating students about sustainable development, a re-orientation towards more transformational, experiential and action-oriented methods is required to educate for sustainable development. The need for educators to share their practices and learn lessons from each other is essential in this transformation.

Earlier, the education system of India focused on theoretical learning with a lesser emphasis on skills. The system was making students focus only on scoring more marks rather than having the contemporary necessary knowledge. The education system lacked skill-building and knowledge-based learning. The New Education Policy (NEP) 2020 called for proper training and imparting of knowledge to our youth generation so that they become an asset to the nation. The earlier education system of India has been creating graduate, postgraduate, and doctorate degree holders without having much emphasis on their life afterward and career, on the other hand, NEP 2020 aimed for multi-dimensional, multi-disciplinary, and holistic education in a continuum to provide socially useful knowledge.

The current education system has been linear and unidirectional but The New Education Policy (NEP) 2020 has given multi-dimensional routes wherein one can shift from one discipline to another and also take multiple subjects at one go. When we look at some of the developed countries the students there are given choice in selecting their subjects and this system has been found to be highly successful in creating individuals having critical thinking. The New Education Policy (NEP) 2020 also proposed the three language formula in spirit so that students know at least 3 languages along with some foreign languages as well which will result in the development of skills, the capability to understand, and problem-solving approach.

The flexible curriculum structure would enable the creative combination of multi-disciplinary education and with the provision of multiple exit and entry points the rigidity will be removed. Credits would be given to all core and non-core subjects.

The New Education Policy (NEP) 2020 has come after a gap of 34 years to reform and revamp the education system. This policy document has been built on five foundational pillars of access, affordability, accountability, equality and quality, with the aim to transform India into a vibrant knowledge society and global knowledge super power by making both school and college education more holistic, flexible, multi-disciplinary suited to 21st Century needs.

The policy envisaged path breaking reforms and an overhauling of school education with an emphasis on developing competencies and to do away with rote learning and memorization and an impetus on developing literacy and numeracy along with critical thinking and problem solving, social ethical and emotional capacities. A major reform is the reconfiguration of school curricular and pedagogical structure from 10+2 to 5+3+3+4 design consisting of a Foundational stage, Preparatory stage, Middle stage and Secondary stage with a focus on experiential learning, multi-disciplinary study with greater depth and critical thinking. In the middle stage every student will take a few courses that will give students hands on any local important vocational craft such as pottery making, metal work, gardening, plumbing etc. as decided by states or local communities. Content will be reduced

(vii)

and bag less days will be encouraged throughout the year. In secondary school there will be increased flexibility and choice of subjects to study, there will be no hard separation among curricular, extra- curricular or co-curricular among arts, humanities and science or between vocational or academic streams.

Multidisciplinary education is a unique educational approach that allows the students to learn & explore distinct subjects or curriculum from various disciplines. Education is not limited to a particular discipline. For instance, a student of Engineering can take a subject from humanities.

Multidisciplinary approach is a method of curriculum integration that highlights the diverse perspectives that different disciplines can bring to illustrate a theme, subject or issue. In a multidisciplinary curriculum, multiple disciplines are used to study the same topic.

When we speak of the hierarchical educational structure, the concept of “learning” gets bounded with so many aspects such as – curriculum, teaching-learning methodologies, time limitations, and much more. In a crux, the vision of education gets compromised.

That’s why in today’s hyper-competitive world, limitless learning and a unique educational system that promotes a multidisciplinary approach to help students follow their passion is vital.

Editors

- Dr. M. Alam
- Ms. Neha Aggarwal
- Mr. Ujjwal Ankur

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Scaffolding Hybrid and blended Teaching Learning in a Traditional Classroom

Dr. Navita Malik*

ABSTRACT

The World has witnessed sudden Transitions of imparting teaching in schools, Colleges and Higher Education. Conditions before and after a pandemic have been changed. Now it's high time not just to sustain with new changes which we have already done but to progress on same – adapting new and innovative ways of delivering instructions and preparing youth for scaffolding hybrid and blended approach with traditional. Our teachers' educators can formulate certain guidelines for their cybernetic learning environment by implementing explicit tactics for hybrid learning like Learning Environment, workspace for students, Engagement, Interactivity and many more. The framework to use hybrid and blended mode initially can be complicated the demand for individual work and the essential acquisition of technological skills that it entails, and it can cause a lengthening of the learning curve. The latest technology will not replace teachers but will replace those teachers who are not using technology. This paper will focus on needs and ways to revolutionize the Indian classroom.

Keywords: Hybrid learning, Blended learning, Traditional Classroom.

Introduction

Recently we have encountered various new terms like flipped learning, hybrid and blended learning. All of them are interrelated to each other in one way or another. These new encountered

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terms have also altered the methodologies of teaching and learning. Many of us may use the words like “hybrid” and “blended” interchangeably, but in fact, they mean different and it is based primarily on the quantity of face-to-face and online sessions or instructional material in the classroom.

Hybrid learning combines face-to-face and online teaching into one common platform. It is planned so that around fifty percent of the class students will be present on campus, while the other half will be working online. To implement this, it sounds like a cut-and-dry formula, a lot of planning is needed to ensure that the hybrid model works well, to divide students and manage their basic requirements of transports and many others which directly or indirectly are involved. Many people might use the words “hybrid” and “blended” interchangeably, but they mean different things. That difference is based primarily on the proportion of face-to-face and online classes on some platform-like MS-Team, ZOOM, Goggle meet. The hybrid and online division also depends on how instructional material is provided a given course. Hybrid Learning refers to roughly balanced teaching between its two-way division of students. In contrast, blended refers to a primarily traditional face-to-face approach that incorporates in few classes.

The Concept of Hybrid Learning

This year, the term hybrid learning has been commonly heard, particularly in educational settings. Hybrid Learning includes the blending and mixing of the learning environments and technology with face-to-face classroom instruction. (Doering, 2006). Traditional Classroom where Chalk and talk is the primary method of covering the topic. In the chalk and talk method teacher reads out the issue and then explains it. Sometimes cases are presented with the help of teaching aid in the form of charts and model. Students visualize the topic when aids are not available (Malik N, 2015). Ibrahim defined Face-to-Face learning as “where the students and instructor meet and communicate with each other in one place or physically without using any online technology” (Ibrahim, 2011, p. 4). Some authors are also able to distinguish between distance learning with flipped learning that distance learning is planned teaching that occurs from different sources

in addition, Moore and Kearsley defined distance learning as a “planned learning that normally occurs in a different place from teaching, requiring special course design and instruction techniques, communication through various technologies, and special organizational and administrative arrangements” (Alhawiti, 2011, p. 14). However, a Hybrid learning environment gives students the privilege to understand and explore real-world issues through authentic learning experiences facilitated in an online learning environment (Ellis, 2001). Hybrid learning, or blended learning, “combines online with face-to-face learning. The goal of [hybrid] learning is to provide the most efficient and effective instruction experience by combining delivery modalities” (Kumar, 2012, p. 347).

The term itself is difficult to define since it is used in diverse ways. Overall, there exist the three most common meanings for hybrid learning (cf. Whitelock & Jelfs, 2003): 1. the integration of traditional learning with web-based online approaches; 2. the combination of media and tools (e.g., textbooks) employed in e-learning environments; and 3. the combination of several teaching and learning approaches irrespective of the technology used (Driscoll, 2002). The authors of this chapter suggest following Littlejohn & Pegler (2007), who perceive hybrid learning as integrating face-to-face teaching and learning methods with online approaches. In general, hybrid learning is about a mixture of instructional modalities (i.e., onsite, web-based and self-paced learning), delivery media (e.g., the Internet, classroom sessions, web-based courses, CD-ROMs, video, books, or PowerPoint slides), instructional methods (i.e., face-to-face or technology-based sessions), and web-based technologies, both synchronous and asynchronous (e.g., chat rooms, wikis, virtual classrooms, conferencing tools, blogs, textbooks or online courses). The choice of a blend is usually determined by several factors: the nature of the course content and learning goals, student characteristics and learning preferences, teacher’s experience and teaching style, or online resources (cf. Dziuban, Hartman & Moskal, 2005)

Strategies to implement Hybrid Learning

The following strategies will help to implement Instructors to prepare for their virtual learning environment by hybrid learning.

The area includes learning environment, student workspace, class community, lesson designs, Engagement & Interactivity and Assessment & Feedback.

Learning Environment

Creating an environment for online class steps include choosing a platform like Microsoft Team, creating a class team, and adding students and faculty linked. A teacher needs to select a microphone and webcam for the smooth functioning of the class. A teacher can admit students after settling them in the lobby and can add one by one. Lobby use can save our class from outsiders. Microsoft Team can be used in the traditional classroom by uploading class material and sharing content. We can also upload certain videos and videos links to Help Students. Even once uploaded content can be showcased in face-to-face classrooms, which is to be followed by classroom discussion, which will provide more clarity of the content.

Class Community

To activate students in online classroom, it's crucial to start with motivation and curiosity among learners. Showing an exciting video or specific slideshow or a small quiz or a small question answer session can help in this regard to enhance interest of students in the classroom. Similarly same way can be adopted for both online and offline students. By involving certain activities with use of apps like quiz, polls, jamboard etc. can enhance communication among learners and students. Even we can create social tabs on Microsoft Teams app to enhance skill of social awareness, sharing to cater individual difference and peer learning among them.

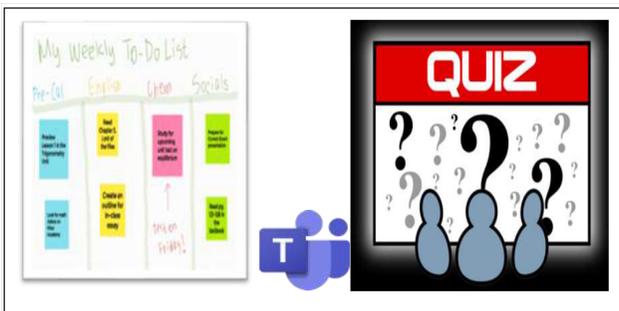


Figure 1: Few Apps to be used in class

Lesson Design

When we talk about lesson design always an integral part which is also famous as lesson planning. Vital step for lesson planning also. This will help our new age student-teacher and teachers plan a lesson effectively. Lesson Designs needs to be to do so for synchronous and asynchronous lessons. By doing this way, teachers are scaffolding lessons and assignments. For online learning its very essential for multi-modal methods of communication to share learning goals. Even for traditional face-to-face classroom its essential to use multi modal methods and ways to activate students' curiosity and interest.

Engagement & Interactivity

Teachers need to devise various strategies to ensure that all students must be active participants. Hybrid learning helps to do so. Course work uploaded comprises various text-based, activity-based, and visual-based activities. Even homework assigned to students can also be of activity and creativity based. This will boost their confidence and creativity to solve assignments in their own style. The same can be posed both for online and face-to-face teaching. By adopting this freedom and creativity in assigned tasks, we can avoid duplication and copying.

Assessment & Feedback

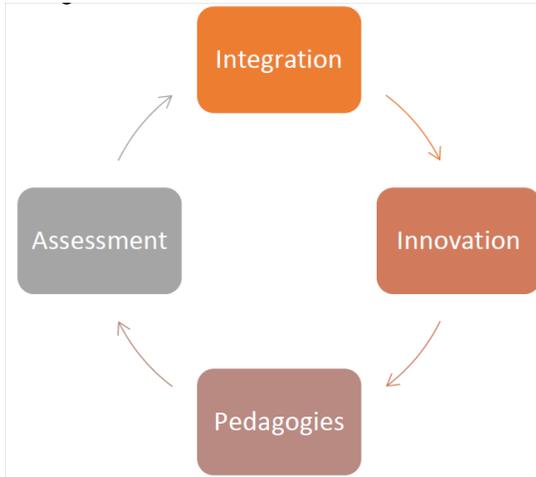
We can create formative assessments that allow students to practice concepts by integrating technology. We can also introduce the design alternate summative assessments to encourage creativity. Teachers can compare their previous achievements with that of present. Teachers can widen the ways of evaluation and the way they are conducted. Traditional and technical classes can provide meaningful and timely feedback with audio feedback, notes in Forms.



Principles of Hybrid Learning

Hybrid learning methodology and its added value Based on the literature review (Graham, 2005; or Khan, 2005), four main principles of the hybrid learning methodology have been identified.

1. The first principle involves the integration of face-to-face and fully online instructional components attempts to enrich the benefits of both environments and successfully meet the diverse students' needs and preferences.
2. The second principle means that any innovative technology should be applied in a pedagogically appropriate way and used for creating and maintaining socially situated and highly interactive learning (Vaughan, 2007).
3. The third principle tries to incorporate new emerging pedagogies and learning theories such as constructivism together with the new challenging roles of students and teachers in the process of acquiring knowledge and its understanding.
4. The fourth principle of the hybrid learning methodology should ensure the quality and effectiveness of education which includes sustained assessment and evaluation of hybrid learning.



Reasons to implement Hybrid Learning along with Traditional classroom

Many teachers hesitate to imbibe technology in the classroom, but now it is the need of the day and in the era, we are facing. So all we have to move to hybrid or online learning to replace them with complete chalk and talk method. It is important to remember that technology is only a tool in education and should never drive the process. After this drastic situation, shifting to the traditional way of imparting instruction may make them frustrated and tend to see it all as “busy” work rather than as instructional beneficial. Technology’s involvement helps create and upload assignments, course materials, assessment and evaluation that can even carry out with traditional—the main reasons why hybrid learning should be employed in teaching. According to Graham et al., 2003 it contributes to pedagogy because it supports more interactive strategies used in the classroom. This encourages collaborative learning; students or educators can work together on some projects. Even Experts from overseas can deliver lectures or Expert talk in traditional classrooms with use of technology. Doing this will help reduce hospitality costs and savage of time and money. Even Students do not need to travel all long to submit and present their work, it can be done judiciously online. s. However, one must always bear in mind the purpose of using this approach and the learner’s needs.

As Brown (1987, p. 13) says: Every learner is unique. Every teacher is exceptional. And every learner-teacher relationship is special.

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Envisioning Hybrid Education Prospects with Continuous Professional Development of Teachers

Harshita Panjani* & Prof. Dr. Alka Mudgal

ABSTRACT

Hybrid Learning is a blend of face-to-face and online learning mode, which is decided on the basis of course content and learning experiences. The hybrid model of learning is prepared by the instructor based on the content to be delivered and the instructional material to be used. In a Hybrid Education system, students can participate in both synchronous and asynchronous learning activities as per their requirements. During the last two years, the unprecedented situation due to the Covid-19 pandemic affected and disrupted the Education sector. The teaching-Learning process switched to online mode of teaching that demanded much effort and initiatives on the part of Educators. Academic institutions opted for Technology Platforms for teaching, learning, sharing resources, and assessments of students. Educators faced various challenges which include technical competence, social connectivity, student engagement, and their attention span in online mode of Teaching. Although Educators attempted effective educational practice, they were not able to provide experiential learning and practical sessions to the students. So the hybrid model of learning was adopted to make the teaching-learning more impactful and meaningful. This paper has highlighted the challenges of Hybrid Education and opportunities associated with its effective implementation. Expertise

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is required on the part of instructors to plan and implement the Hybrid model of Teaching- Learning. The paper has also focused on continuous professional development practices among teachers for enhancing their teaching competencies and technical skills to deal with the challenges associated with Hybrid Education.

Keywords: *Hybrid Education, Digital Initiatives, Continuous Professional Development.*

Introduction

NEP, 2020 has recommended the implementation of effective models of blended learning that include digital learning through online sources and face-to-face interaction. Hybrid Learning has provided the option of combining face-to-face interaction and online resources for personalized and self-paced learning among students.

The Hybrid Model of Learning is a flexible approach to learning that involves collaborative efforts by instructors, learners, and educational institutions. It combines the advantages of online and traditional face-to-face learning environments (Potter, 2015).

Hybrid approach to Education creates learner-centered experiences that are personalized, relevant, and engaging. It is a combination of in-school learning experiences and remote learning through digital engagement. The hybrid model of Teaching- Learning is designed in such a way that it provides learner-centered approaches to meet their diversified needs. (Fullan et. al, 2020)

Hybrid Education provides opportunities for collaborative and experiential learning. It further helps in enhancing the Learning outcomes (Çiftçi, B.,2020). The experimental study conducted by the researcher concludes that the hybrid learning method is more effective than the traditional method of teaching-learning as it adds to personalized experiences of learners through access to resources and provides flexibility in terms of pace, time, and availability.

Hybrid Learning: Significant Model for futuristic prospects in Teaching-Learning

Universities and schools implemented remote learning measures during the covid-19 Pandemic to ensure the continuation of

learning and explored educational models that could satisfy the needs of learners. Online mode of learning was only the effective and feasible way of learning during the pandemic to meet the educational needs of learners. (Ijaz Hussain et al., 2020). Despite various advantages, the online mode of learning cannot completely replace the traditional classroom which ensures experiential learning and provides practical exposure to the learners. Hybrid Learning has paved the way for creatively addressing the issues associated with Teaching- Learning during the Pandemic and helped in taking the digital transformation forward. Hybrid Education promotes personalization and self-paced learning among students that ensures mastery over the content, attainment of knowledge, and acquisition of skills. It also leads to enhanced learning outcomes through online resources, audio and video lectures accessed by the students (Ferdousi Rafika 2021).

Innovative pedagogical approaches can be implemented in the Hybrid model of learning through the use of technology. The characteristics and background of the learners affect their ability to learn in a Hybrid Learning environment. The design features of the model also impact the learning outcomes in terms of learners' satisfaction, performance, motivation, and knowledge construction (Kintu et al., 2017). The learning experiences and outcomes of students can be enhanced by the use of online components. Information regarding online resources and tools required to complete the course should be provided in advance to ensure on-time and successful completion of the course (Potter, 2015).

To ensure positive outcomes through the implementation of the Hybrid model of learning, educators are required to share resources, e-content with students via technology platforms that are open source and easily accessible by learners (Goyal and Tambe,2015). In their study, Goyal and Tambe used descriptive statistics to analyze the learning outcomes by the use of uploaded syllabus, session plans, and study material on Moodle. The result was favourable and indicated the effectiveness of Moodle as a useful platform and the Hybrid Model of learning as an effective model of Teaching-Learning.

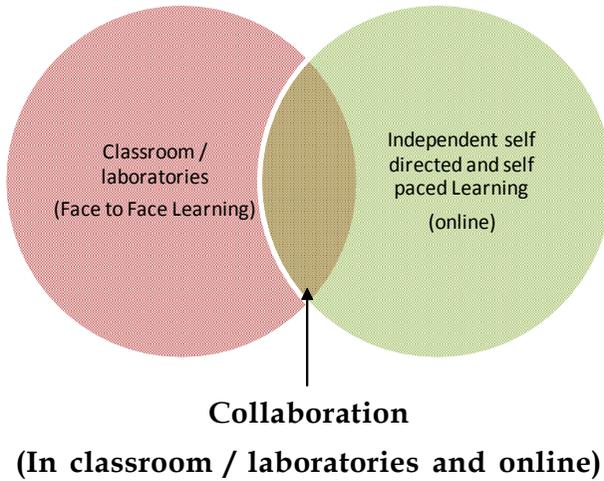


Figure 1: Hybrid Model of Education

Challenges associated with the implementation of Hybrid Education

Various researches have been conducted to study the relevance of Hybrid Education, its implementation, and opportunities. Some challenges being faced by the Educators and Learners in the hybrid Model of Teaching-Learning include lack of digital infrastructure, technical issues, inadequate training, issues concerning the digital divide, lack of awareness of digital learning platforms that provide accessibility to e-resources, exchange of information, and online interactive sessions. Findings of recent research have highlighted the challenges associated with the Hybrid Model of Teaching that includes lack of technology infrastructure and technical assistance, connectivity issues, switching between platforms for using digital tools, non-availability of robust Learning Management Systems (LMS), non-availability of Internet facilities in remote and backward areas. (Fullan et. al, 2020)

One of the major challenges in the Hybrid Education model is optimum use of Technology which is further influenced by the characteristics and capability of learners and instructors. Generally getting into difficulties while implementing technology may result in abandoning of learning and unexpected failure of technological implications (Hofmann, 2014).

Overcoming Challenges of Hybrid Model of Education

- **Digital Initiatives by Government of India and Ministry of Education that supports Hybrid Education**

The report “INDIA REPORT –Digital Education, June 2020” prepared by the Department of School Education and Literacy, Ministry of Education has documented various remote learning initiatives undertaken by central and state government to ensure continuous learning during the Pandemic through Technology platforms.

The major initiatives by the government of India and the Ministry of Education for learning continuum that supported Teaching-learning activities beyond the physical boundaries of school, colleges, and universities to provide remote access to the Learners and Educators, can be summarized under the following heads:

1. **ePathshala:** ePathshala is a web portal and application developed by CIET and NCERT and launched by the Ministry of Education to host educational resources. It is a repository of e-resources that includes NCERT Textbooks, audio-visual content, teacher training modules, and varied printed and non-printed material. ePathshala app has been designed with a purpose to attain SDG goal no. 4 “equitable, quality, inclusive education and lifelong learning for all and bridging the digital divide”. Other applications associated with e-Pathshala includes PINDICS (Performance Indicators for Teachers, National Achievement Survey, PARAKH (Third-party Evaluation), e-Pathshala Scanner, NISHTHA (National Initiative for school heads and teachers’ holistic development), Augmented Reality
2. **NROER (National Repository of Open Educational Resources):** NROER is a repository of educational resources developed by CIET, NCERT. It provides resources for many subjects at primary, secondary, and senior secondary Education in different formats including Text, audio, video, and interactive sources.
3. **SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds):** SWAYAM is a programme initiated by the government of India to achieve access, equity, and

quality in Education. It is a MOOC(Massive Online Open Courses) platform and its main objective is to provide every learner with the best resources. Coordinators of SWAYAM are AICTE, NPTEL, UGC, CEC, NCERT, NIOS, IGNOU, IIMB, NITTTR

4. SWAYAM PRABHA DTH Channels: SWAYAM PRABHA is an initiative of the Ministry of Education that provides 32 High-Quality Educational Channels catering to schools and Higher Education. It has course content of various disciplines. The main objective of this initiative is to provide quality learning resources even in remote areas where internet facility is not available. The content on SWAYAM PRABHA is contributed by IITs, NPTEL, UGC, CEC, IGNOU, NCERT, and NIOS.
5. ICT Curriculum: Digital India campaign has promoted extensive utilization of ICT Tools in the Teaching-Learning process. The present curriculum of ICT strives for the realization of goals of the National Education Policy and recommendations of the Digital India Campaign. ICT curriculum designed for teachers attempts to make them proficient in the utilization of ICT and analyze their readiness and preparedness for effective implementation of Technology in Classrooms.
6. PMeVidya: PMeVidya is a comprehensive initiative by the Ministry of education to reach out to students, teachers, and learners through remote learning measures. It has enabled equitable and multimode access to education. A TV channel has been dedicated to education to provide access to students who cannot avail the facility of internet. Under this programme special e-content is available for disadvantaged students. It has involved Top 100 Universities to provide online courses to promote digital education.

- **National Mission in Education through ICT**

NMEICT (National Mission on Education through Information and Communication Technology) is a centrally sponsored scheme to facilitate and encourage the optimum use of Technology in Teaching-Learning at the Higher Education Level. The main

objective of this scheme is to make quality content available free of cost to all learners in Higher Education Institutions.

• **Professional Development of Teachers for effective and successful implementation of Hybrid Education**

In Hybrid learning, the Instructors are facilitators and guide for the students. They are proactive in providing specific resourcing to promote student learning and continue to strengthen their reflective practices.

In Pre-service teacher training programmes, critical understanding of Technology and the use of multimedia in Teaching-learning has been emphasized. Digital literacy is an essential competency of teachers and the use of technology-based pedagogy in teaching-learning makes it more impactful for the learners (Mahapatra, 2020).

Continuous Professional Development of Teachers is significant for enhancing students' Educational access. Continuous professional development practices among teachers ensure that the educators involved in learning activities, develop and enhance their skills and abilities. According to NEP 2020 the skill, scale, and speed required to be attended simultaneously for effective implementation of policy mandates regarding Teaching Learning. (NCERT, 2020 Learning Enhancement guidelines) has emphasized on capacity building of Teachers and enhancement of teaching competence that includes:

- Support and guidance to the teachers for utilization of tools of Information and Communication Technology for conducting online sessions and preparing e-content.
- Teachers' participation in online training programmes conducted by Educational organizations such as NCERT, SCERT, DIET to orient them with different ways of providing learning opportunities to students.
- Digital induction of teachers concerning online and offline teaching through a hybrid model.
- Effective classroom management measures, to be taken by teachers to keep the students organized, attentive, and focused.

- Adoption of 5Ps Model (Patience, Planning, Preparation, Perspective, Perseverance) by Teachers to effective classroom management.
- Regular Parents-Teacher interaction to ensure effective learning among students.
- Encouraging teachers to keep track of the learning of students and to provide emotional support to them.
- Continuous Professional Development of teachers in various subject areas through online/offline mode.

Sources of continuous professional development that enhances teaching and technical competence of teachers for effective implementation of Hybrid Education Includes:

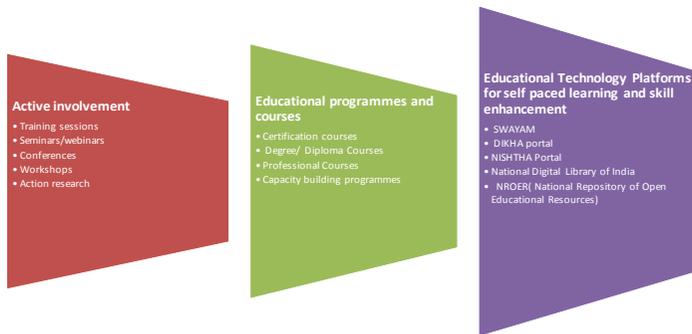


Figure 2: Sources of continuous Professional Development of Teachers

Some of the major initiatives of the Government of India and the Ministry of Education for enhancing the professional competence of teachers are discussed as under:

DIKSHA Portal: DIKSHA(Digital Infrastructure for Knowledge Sharing): DIKSHA is an initiative of the National Council of Educational Research and Training (Ministry of Education, Govt of India) launched as a “One Nation One Digital Platform” for school education. It provides learning material according to the prescribed syllabus in digital form that can be accessed and utilized by teachers, students, and parents. It contains QR code Energized Textbooks, quizzes, lesson plans, Teacher training modules, and courses.

NISHTHA (National Initiative for school heads and teachers’ holistic development): a capacity-building programme for

improving the quality of education through integrated training of teachers.

Professional Development and Technical competence of teachers are prerequisites for effective implementation of the Hybrid Model of Education as it involves curriculum designing and instructional planning in accordance with Learning outcomes, learner experiences, and online as well as face-to-face activities. Expertise is also required for assessments and evaluation of students through varied digital sources. Continuous Professional development practices among teachers ensure effective implementation of the Hybrid approach of teaching-learning. It facilitates knowledge attainment and keeps the teachers abreast with new approaches to Teaching. They become capable of coping with new challenges in the field of Education (Gartia, R., & Sharma, S. 2021).

• NEP 2020 : Recommendations for Online and Digital Education

Education plays an important role in transforming the entire nation into a digitally empowered society and knowledge economy. Leveraging Technology in Education will play a significant role in the improvement of educational processes and outcomes. Technological interventions can improve teaching-learning and Evaluation. Some of the recommendations of NEP 2020 that may serve as the base for the Hybrid model of Teaching includes:

Digital Infrastructure

Building Technical and Digital competencies of Educators

Integration of Content- Pedagogy and Integration

Continuous Professional Development of Teachers.

Optimum utilization of ICT Tools and Technology Platforms for Teaching-Learning

Creation, curation and repository of digital content and its proper dissemination to benefit at large.

Addressing the Digital Divide through Telecast and broadcast

Blended and Hybrid models of Learning

Laying down standards as per learning outcomes.

Assessment and Evaluation through online and offline modes.

Use of Disruptive and new Technologies

Extensive research in new technologies including AI, machine Learning, Augmented reality, block chains etc.

Conclusion

Hybrid Education is an eclectic approach that combines both online and traditional method of Teaching-Learning to benefit the learners and ensure timely and effective curriculum transactions. It envisages the holistic development of learners and maximizes learning outcomes. Instructional objectives can be designed in consideration with online and face-to-face interactive sessions. Activities and assignments that involve self-study, research, and explorations on the part of learners can be conducted online; on the contrary task based on experimentation, observation and experiential learning can be conducted in traditional settings. Various initiatives have been taken by the Government of India and the Ministry of education to promote digital learning and to ensure accessibility of e-resources by students and address the concerns associated with the digital divide. These initiatives include PMeVidya, SWAYAM, SWAYAM PRABHA, e- Pathshala, etc. which caters to the learning needs of learners. ICT curriculum designed for teachers makes them proficient in the use of ICT in Teaching-Learning. Measures for capacity building of teachers and enhancement of their general teaching and technical competencies have also been taken by the government, MoE, and other Educational organizations. Technology platforms like DIKSHA, NISHTHA, CBSE training portal, MOOC, etc. are the major source of knowledge and skill up-gradation for teachers. Participation in Seminars, conferences, panel discussions, expert sessions, faculty development programmes, enhances the knowledge of teachers and keeps them aware of recent trends in the field of education. These schemes, programmes, and digital initiatives provide the strong base for the implementation of the Hybrid Education model in Teaching-Learning and assessment for holistic development of Learners. The hybrid approach ensures active participation of Learners while promoting self-directed and self-paced learning. NEP 2020 has also emphasized the use of online and digital platforms for teaching-learning that is highly supported in the Hybrid Model of Learning as it ensures collaborative online and in-person learning experiences that involve effective and optimum use of technology.

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Hybrid Education: A Model With Futuristic Vision

*Kriti Guleria**

ABSTRACT

Education, being the backbone of any nation, requires not only to be strong and content driven, but at the same time evolving with the futuristic vision. Education is evolving with the changing societal norms, societal pattern, changing professional requirements, vocational needs and country's economic requirements. The same has been accentuated with the outset of Covid pandemic which has forced the entire humanity to search for alternate means of not only life but also of education. Education, which was transacted earlier in the traditional physical mode, has taken a revolutionary step by coming up with online teaching, innovative pedagogical approaches, online assessment, online observation and learning to name a few. This is expected to bear fruit in the long run. While the flexible system will be able to retain the students with different capabilities, the hybrid model of teaching will help the teachers to train and assess in a more creative way thus helping the students to remain in the mainstream. This paper is a humble attempt to showcase the model of Hybrid Education from different aspects, which has its impact on the entire education system and in the various ways in which this model can be put up and utilised in a more constructive and progressive way for the benefit of all the stake holders in the education system.

Keywords- *Hybrid Education, progressive model, futuristic vision, online & offline teaching, flexibility in education.*

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Introduction

Hybrid- As the meaning of the word suggests is the mixture of two different things. The modern innovations and human requirements have come up with the new concept of 'hybrid' in varied fields like agriculture (hybrid crops), automobile (hybrid cars) and more recently in education. With the outset of Covid 19 pandemic, there is an evolutionary change in all the spheres of life. Covid has not only enabled the mankind to ponder over and bring positive change in their lifestyles, food habits, their attitude towards the nature, but has also brought the paradigm shift in the field of education. Education could not have been neglected or side-lined in any case during pandemic, it had to go through, thus evolving more innovative modes of teaching along with the traditional way is a new advancement in education sector. In order to give the continuing learning experience to students, educating them within the safe confines of their homes is a great thought which is put into action on a more active platform during the pandemic. The concept of hybrid learning does not restrict itself only to the formal educational setup but to the entire humanity who wish to learn in any field. It may be learning of culinary skills, art & dance classes, yoga & meditation classes, on board meetings to name a few.

Hybrid Learning: Future of Education

The concept of blended learning or a 'hybrid' model of learning has been in existence over the last decade, but it got its share of the spotlight in the last few months, due to the unprecedented global crisis brought about by the pandemic. Covid-19 truly did the impossible. It forced educational institutions and educators to test out 'online' as an option in imparting education. There was a lot of learning in the process. Different models of online learning were tested and evaluated and approaches that seemed most effective were zeroed-in upon. Hybrid learning is one such approach. Hybrid learning involves face to face interaction with the students and along with it the teaching is supplemented by various online activities, online games, simulations, quizzes in order to make teaching more interactive and informative. The online resources designed are not only bringing life to the teaching learning process but at the same time bringing flexibility in

learning. At the time when learning cannot be constrained within a particular time and place boundation, provision of this model is actually a boon for the entire teaching fraternity.

How Hybrid Learning is Futuristic?

Hybrid learning effectively combines the advantages of personalization with convenience to provide a learning environment which is best suited to address the ever changing educational and professional needs of the learner. Below are some of the advantages of the hybrid model of learning:

1. Different set of Strategies

The way of handling online class differs greatly from the physical one. Where physical presence of the teachers is more impactful in the physical mode, interactive online learning resources and effective online teaching pedagogical styles makes an online class engrossing one. More interesting and impactful online resources are, more effective the online class will be.

2. Personalised Learning-

Hybrid learning enables the learners to learn at the pace of their convenience and comfort, which helps not only in increased retention but also the flexibility to use the online learning resources. Number of learning activities, quizzes can be organised which aims at focussing on individual requirements. Smaller groups in the classrooms simplifies the task. Varying learning styles help the students to focus and develop deeper understanding of the subject matter.

3. Flexibility-

Hybrid model has an edge over the physical mode of learning in terms of place, time and pace of learning. It enables the learner to study, practice and complete the tasks given as per his convenience and with varying flexibility.

4. Assessment, Evaluation & Feedback-

Evaluation has become more sophisticated and smart in online mode. Apart from taking data from the respondents

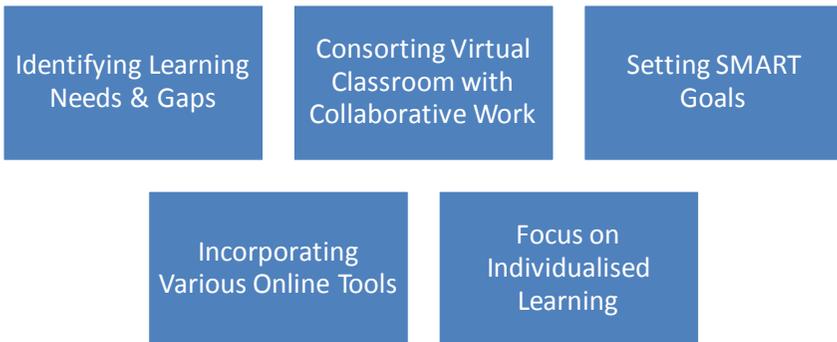
in the far flung areas, regular observation, evaluation, assessment can be made possible due to advanced technology used in hybrid model. Live chats, live lectures and other customised assessments help in providing instant feedback.

5. Self-directed Learning-

Learners are accountable for completion of the task/ assignment being provided to them, which they are supposed to submit within a prescribed time limit. This not only enhances the self-motivation and self-direction, but also enhances learning in long run.

Ways of Making Hybrid Learning a Reality

Table 1: Ways of Making Hybrid Learning a Reality



1. Identifying Learning Needs & Gaps- Today's learner is an aware one, who has got ample opportunities to gather knowledge from varied sources. The main objective under hybrid teaching is to first access the learning requirements of the students, identify the learning gaps and then to formulate the teaching learning schedule. As the facilitator, teacher should try to look for learning opportunities that pave way for novel learning and novel ways of learning. Students look forward for the novelty in teaching methodology. Thus the needs should be identified before planning the teaching content.
2. Consorting Virtual Classroom with Collaborative Work- Gone are the days when students were the mere listeners in the classroom setting. Today's learner is inquisitive to

know over and above the regular content and teaching. To satiate and fulfill the learning desire, it is required by the teachers to engage students in the collaborative work apart from just teaching the concepts, which is usually one sided. The students look forward for an engaging model of learning. It can be done by incorporating project based learning, game based learning, collaborative tasks to name a few.

3. Setting SMART Goals- Goals set in the teaching learning process should be smart, measurable, attainable, realistic and time bound. It is required to enable the learners to realise their mode, pattern of learning, learning progress and meeting learning objectives within the stipulated time. SMART goals need to be realistic and achievable which are being enjoyed by the learners to learn and achieve their goals.
4. Incorporating Various Online Tools- Online tools are like the nervous system for the online teaching. Innovativeness in bringing out collaborative framework & innovativeness in teaching, efforts should be made on part of teachers to utilize variedly available online teaching and assessment tools. Such mobile learning tools does not restrict students within the confines of the time and place of formal learning, but present various engaging tools, activities and platforms for the students to explore and learn.
5. Focus on Individualized Learning- Each learner is unique, so are one's learning capabilities. Hybrid learning provides the opportunity to personalize learning as per one's requirement. In online learning there is flexibility of attending to the recorded classroom, online completion of modules for study and for online assessment purpose. Not only learner but teachers too are concerned with the relevant and engaging work for the individualized learning.

Conclusion

Hybrid learning is a flexible approach to teaching learning process, which not only gives ample opportunities to all the stakeholders in the learning process to expand the horizon for learning. Learning does not always happen in yraditional face to face

mode, but it can happen in virtual mode too. Lectures are not necessarily attended in the classroom, but recorded videos can be attended to within the comfort zone and convenient time by the students. Completion of tasks not only requires completion of the home assignment given, but it covers online modules, online quizzes, online tests, google forms to name a few. Assessment is also not restricted with teacher hovering over the students, but online quiz links, test links have simplified the evaluation criteria too. Thus the hybrid learning is future of education system around the world, which sees the potential of learning in mobile mode more suitable and apt for the generations to come, thereby gaining significantly towards achievement of learning goals.

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Life Skill Education in Context of NEP 2020

*Rashi Srivastava**

ABSTRACT

Life skills are the psycho social skills which determines the behavior of an individual in adverse situations. The traits of human being shaped the behavior while dealing with difficult situations in life. It is imperative for every student to learn the essential skills and deal with the everchanging environment

As a teacher/parent, it is our duty to entitle and enable our children to perceive and acquire their full prospective and capacities and flourish as happy individuals. This way they will be able to positively contribute to the society. due to the absence of life skill not only personal lives but professional lives and careers getaffected.

By training life skills students can acquire and cultivate belief in oneself and positiveness. It makes them collaborative and expressive and makes them ready to speedy and prompt actions in odd situations. Under The NEP 2020 The focal point of the reform is pursue to propagate "21st century skills" amongst student, Including creativity, literacy and technology, critical thinking and problem solving With the objectives of integrity, comprehensiveness and digital literacy the reforms under NEP 2020 are all set to transform India into a knowledge based super power. This paper has discussed the fundamental principles of the NEP 2020 and mainly focused on school education system. In the perspective of school education. The National Education Policy 2020 is based on the pillars of access, quality, equity, affordability,

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accountability and will transfigure our country into a “vibrant knowledge hub”.

Keywords: *Life Skill Education, NEP2020*

There is an old adage that says that if you cater fish for a hungry man, you can provide him food for a day, but if you train him in the skill of catching fish you can feed him for the rest of his life. In a nutshell this means that it is for more better to educate the person to do something to themselves rather than actually doing it for them

As a teacher/parent, it is our duty to entitle and enable our children to perceive and acquire their full prospective and capacities and flourish as happy individuals. This way they will be able to positively contribute to the society.

Education is the milestone of a nation's development. The growth of a child can be facilitated by taking care of all the facets of their personality in cognition. This is the rationale behind the importance of life skill education in everyone's life. By adding life skill education in curriculum better results can be achieved.

What are Life Skills

WHO defines life skill as “the abilities that enable individuals to deal effectively with the demands and challenge of everyday life” under this the youngsters evolve the capability to carry out his life individually and rightly by sorting out and arranging his life in an organized manner.

It is a kind of teaching and learning where child develops a methodical way to make the right resolutions in peculiar and difficult circumstances by his capability and intellect.

Importance of Life and Skill Education

For leading a life with flying colors, the significance of life skills has to be comprehended. Life skills make us capable to discern the ways to make our lives easy and simple thus facilitating a positive lifestyle. Due to the absence of life skill not only personal lives but professional lives and careers get affected. By training life skills students can acquire and cultivate belief in oneself and positiveness. It makes them collaborative and expressive and makes them ready to speedy and prompt actions in odd situations.

Types of Skills

There are two types of skill that should be taught to students the first one is general skill. And the other is high level skill. Under general skills' come the confidence skill decision making skills, stress alleviation skill, self-awareness skill, positive behavior and critical thinking

Under high level skills come the way of thinking ,goal setting, and problem solving , communication and social support

Life skill like empathy and sympathy the power of evaluating , selecting the best solution and appropriate decision in time is very important in one's life .

Evolution of thinking skills by which an individual can use experiences , make relationships

Ask questions and suggest new ideas is very important .the analytical thinking skills whereby a complex problem can be broken into components to comprehend it effectively is very important to discern. Exploring new ideas and things In a creative manner by involving logical reasoning is of paramount importance in life.

Last but not the least the ability to socially interact and communicate the view efficiently in a professional environment also comes in a life skill

Highlights of NEP 2020: Building Life Skills in Children

With the objective to design a more comprehensive, uniform dynamic and constructive nation the recently revealed NEP2020 has come as an innovative reform by the ministry of HRD.

Under The NEP 2020 The focal point of thereform is pursue to propagate "21st century skills" amongst student, Including creativity, literacy and technology, critical thinking and problem solving.

The policy has a steady and broad and expansive view point with reduction in the difference between arts and STEM careers. The emphasis on holistic and multidisciplinary education with flexibility of subject and provisions of multiple entry and exit, with great focus on technology use and integration.

Technology will help teachers to cater to the need of the students beyond the classroom by being more collaborative.

From universal early childhood care to the introduction of a 5+3+3+4 education framework and 360 degree assessment, the NEP is set to strengthen the education system in order to bring out the unique capabilities of each student. NEP has brought in the features of The amalgamation of vocational education in middle and secondary schools. This will go a long way and strengthen the skill india mission. The NEP ,has disassembled the unchangeable difference between arts commerce and science this has brought the variability for students to sharpen their skills and intellectual ability.

The pandemic across the world made things uncertain due to which educational institutions have followed the hybrid learning pedagogy freedom to attend classes both in online and offline modes.

Education now has become more broad based and participative. Students will now be able to mix andmatch subjects like chemistry with history and music.

Multilingualism has been given emphasizes in NEP under the three language proficiency .Children learn easily quickly in their mother tongue. NEP has kept regional languages as a base for instructions till class 5th. This will open the barrier to think freely, explore new areas and creatively bring forward new and innovative ideas moreover the children will be able to express themselves and thus positively communicate their thoughts .NEP has brought forward the 360degree multi dimensional report card with detailed analysis of the learner in multipledomains.with the help and assistance of technology, the pedagogical framework will be more inclined towards experiential, flexible and comprehensive learning.

The NEP 2020, has taken steps to reduce the importance and stress of board exam,that will now be conducted in two parts objective and descriptive.board exam should promote knowledge application rather than rote learning.

The curriculum content to be reducedin each subjects to its core essential.this will make space for critical thinking and more holistic equity based and analysis based learning

Conclusion

With the objectives of integrity, comprehensiveness and digital literacy the reforms under NEP 2020 are all set to transform India into a knowledge based super power. NEP is a welcome announcement by the government but it's successful implementation is crucially important. Ensuring quality education for all has been recognized as one of the sustainable development goals and implies and educations which prepares the child for life, rather than for testing. Life skill education is very important to fully utilize the vocational skills learnt by the children. This will help to transform the students of today into citizens of tomorrow who will be digitally, financially and morally literate.

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Hybrid Learning: The New Normal

*Mrs Bhavna Aggarwal**

ABSTRACT

Conventionally, we were all busy with our quotidian mode of learning where we had to face some trivial challenges every day. But with the rise of Covid-19 Pandemic, it gave us a whole new way to look at things. The pandemic was not only about leaders meeting virtually, but also school- going children familiarizing a way of learning they never assumed around. In due course, the educators had to come up with Hybrid Mode of Learning, a theory that the world assumed to be of the future. Like every coin has two sides, Hybrid Mode of Learning meant worthy for some and problematic for the others. It gave students the prospect to be at a contented place and study in a hassle-free way thereby saving the time and energy they used to discard in migrating. It gave students the autonomy to study according to their own pace. It is an established fact that students learn better when taught from graphics, as graphics leave an eternal influence on the mind. When the student gets to learn in a way that they like and understand, they will pay handier thoughtfulness and the outcomes will be more palpable.

While online learning has many plusses, it has its own hindrances too which proved to be on the bulkier side of the bag. Online learning could not provide us with abilities like social potentials of the students, their personality, communication skills, team work, empathetic attitude, which play a foremost role in the lifespan of an individual. Their regard for their teachers, their classmates has vanished. The sense of discipline, in terms of scheduled learning, equality due to uniforms,

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and physical fitness in the name of games period has died out. Students have become unenthusiastic.

Keywords: *Online Learning, Hindrances, Empathetic, Eternal Influence, Virtual Mode.*

Introduction

Education is a light that has the ability to bring a radical change in each of our lives, the light that shows us multiple ways to reach our destined destination, and enables us to carry themmeasurable wealth that knowledge is, with us for future generations. Studying is most essential for attaining a good education. The teaching and learning process has been continued since ancient times, albeit in different forms. Earlier there were gurukuls as the epicentresfor attaining education and master subjects and topics relevant to those times. These gurukuls today have now transformed with the times as schools and educational institutions. The ancient teaching and learning methods have since changed rather dramatically.People might think that it came to the attention of the general populace only after the outbreak of the deadly most contagious Coronavirus but that only made it popular not new. The idea of **Distance learning**, in particular, was born some **170 years ago** when lessons in Great Britain were sent to students through emails and then the assignments were received back.

Hybrid learning or online learning has been the new mode of learning stimulated by Covid-19 for the past 2 years now. It has given rise to the perception of merged learning that includes online and traditional learning methods. “Learner’s, parents & teachers must re-skill themselves to adapt to the wave of change that is already here. Those who have kept pace are already ahead in this competitive world. And those who have not, can still adapt to the 21st century learning environment”.

Oppurtunities of Hybrid Learning

Conventionally, we were all busy with our quotidian mode of learning where we had to face some trivial challenges every day. Yet, with the rise of the Covid-19 Pandemic, it gave us a whole new way to look at things. The pandemic was not only about leaders meeting virtually, but also school- going children

familiarizing a way of learning they never assumed around. In due course, the educators had to come up with Hybrid Mode of Learning, a theory that the world assumed to be of the future. Like every coin has two sides, Hybrid Mode of Learning turned out to be feasible for some and problematic for the others.

Saving Time and Energy

It gave students the prospect to be at a contented place and study in a hassle-free way thereby saving the time and energy they used to discard in travelling everyday from their homes to their schools. It gave students the autonomy to study according to their own pace.

Eternal Influence of Graphics

It is an established fact that students learn better when taught from graphics and multimedia, as graphics leave an eternal influence on the mind and help them recall things better. When the student gets to learn in a way that they like and understand, they will pay handier thoughtfulness and attention, and the outcomes will be more palpable and visible.

Health Concerns

One of the finer points about online learning is that if we miss a class due to health concern or any other personal crisis, we can always look out for the recording of the class and can review the discussions the students and teachers must have had in their absence.

Faster Interaction with the Teachers

Unlike a traditional classroom, students can approach their teachers to robustly solve their doubts and questions, without having to face the whole class. This is eventually of assistance to those students who used to feel under confident in the class, or those who had a reserved behaviour.

Stress Free Environment

Hybrid Learning has created a stress-free environment as there is very little scope for comparison and competition, which is the main cause of pressure amongst the students.

Better for the Planet

Digital learning is also better for the environment, as it circumvents the use of paper and relies on digital print, or liquid text. Education plays an important role in tackling any social issue, and Climate Change is one of them. As the students don't need to shuttle from one place to another, it saves the very valuable fuel and also helps in cutting down the pollution level, which is on a high in India. It also helps to diminish the rush-hour traffic on the roads, as school automobiles don't have to pick and drop the students anymore. It means reduced time of travelling for other personages, hence upsurge in their work time, hence aiding in the growth of the country.

Challenges of Hybrid Learning

But, as each generation passes by human beings have created several methods of learning. No matter how far these technologies have gone, traditional methods of learning will always be good. We are supposed to learn it that way because of its effectiveness.

Nowadays there are innumerable teaching methods realistic in education. I am sure that many of us escalate the offline or traditional way of teaching. Every new evolving method has tried to replace the traditional way of teaching and learning but it could not become possible.

Creates Hindrance in the Development of Social Skills

While online learning has many plusses, it has its own hindrances too which proved to be on the bulkier side of the bag. Classroom teaching enhances students' critical thinking skills. Classroom studying provides an opportunity for students to engage in live discussions where they can better utilise their critical thinking skills to voice opinions or involve in an argument. Online learning could not provide us with abilities like social potentials of the students, their personality, communication skills, team work, empathetic attitude, which play a foremost role in the lifespan of an individual. Their regard for their teachers, their classmates has vanished. The sense of discipline, in terms of scheduled learning, equality due to uniforms, and physical fitness in the name of games period has died out. Students have become unenthusiastic.

Lack of Collaborative Learning

In the classroom environment the teacher can see who is putting the effort in the group assignment and give the correct credit to the students who do the work and effort. This allows for the students that don't put in effort get the grade they deserve. The role of assessment in collaborative learning is to encourage students to take responsibility for their participation in team work and to help them understand and enhance the collaborative, not competitive nature of a collaborative learning process.

Deficiency of Immediate Interaction

Meeting your teacher and peers face to face allows for better understanding of feedback, which you receive from your teacher and peers on assignments and allows you to better improve your assignment before the final copy has to be turn in to the teacher. Offline studies provide a healthy competitive environment to the students. It motivates the students to pursue their goals. And, with failures, they get to know about their mistakes to avoid in the future. While with success they experience a boost in their self-esteem. Considering social interaction so much more important, healthy competition should be a part of the learning experience.

Connectivity Issue and Digital Divide

Also, more than 40% of the students in India do not have smartphones, tablets, laptops, or a data pack. They do not even have a study table to read on their own. Without all these facilities, digital classroom is a myth. Multiple surveys since the past year have shared that most of the students have missed their online classes and have wasted their whole academic year due to the unavailability of mere facilities. Poor Internet connectivity issues also arise multiple times during online sessions. Small towns/cities, urban areas face the most difficulty maintaining stable Internet connection. It destroys the learning of the students.

Environment Full of Distraction

We can also say that with a limited attention span, students find it extremely challenging to focus on the lessons given in online learning. The internet has many distractions that can

prevent work from getting done, but it can be used in a positive manner as well. The internet is a wonderful resource but has negative outcomes when taken advantage. Taking away privileges can help students realize that the internet is exactly that, a resource. With social media apps in front of them, they are bound to get distracted. Absence of a teacher or a supervisor makes it more difficult.

No Emotional Attachment and Memories

The students of today's time don't get to experience those in-person classes, where so many memories were created. When they will look back at the past, what they will remember would be them sitting in front of a screen, isolated.

Rise of Indiscipline Among the Students

In traditional methods of learning, the teachers are always there to look at the child's performance, his efforts in the class, his discipline. But now teachers don't even know the students in his own class. Teachers are not accountable anymore as they cannot do anything. Discipline, Punctuality, and Honesty, are not the synonyms of students anymore. The true form of learning is where there is involvement of people sharing and receiving knowledge without delay. And this is achieved in a conventional offline classroom.

As there are benefits to both learning options, it makes sense to offer a combined online and offline learning. This leads to up-skilling and re-skilling of their personal skills. As everything goes on-line, the ability to use day to day technology thus becomes an essential life skill and continues to be a priority ever now. As technology adoption increases, so the drive for continuous learning will be the key.

Hybrid Learning in Context of NEP 2020

Keeping all this in mind, the Indian education system is about to witness an overhaul in its attributes and functions with the advent of the new education policy NEP. Being the fastest emerging leader amidst the various global sectors, education sector truly needed this overhauling to battle the monotony creeping the educational arena. The New Education Policy (NEP)

is going to be a transformational shift in the paradigm of school and higher education.

Need of the Hour

This new policy beckons schools to adapt and adjust to new societal demands and expectations by transforming themselves. The world of the future is going to be quite different from today and there is no iota of doubt that the education system will have to undergo a metamorphosis to fulfil the requirements of Generation. The emphasis on skills rather than content was a much-anticipated policy reform. This will enable the children to develop metacognitive abilities, which would further enhance their 21st Century skills of communication, collaboration, critical thinking and creativity. As school education is set to incorporate vocational skill building, it would make Mahatma Gandhi's vision of a self-reliant and self-sufficient India a reality. The classroom spaces will be all encompassing, boosting values like empathy and compassion among young learners. Youth which has been saddened by the burden of degrees leading to nowhere will in true sense see a bright light coming their way.

The Blended Learning approach has opened limitless avenues for them to explore and collaborate through numerous online tools. It has made them explore new boulevards of learning, whilst in the comfort of their homes. Interesting initiatives by various stakeholders in the education sector have taken all of us closer to a more progressive approach towards education. Today when we look at the teaching and learning process one thing is for sure that hybrid teaching is now one of the options of reaching out to the student and making sure to overcome learning gaps. When learning is guided but given the freedom to think then the learner exhibits and demonstrates their education differently in the society. With the hybrid teaching we will be able to reach out to many more young minds. We need to become the change to bring change. School education needs to emerge as a platform where we create future ready citizens as education is the passport to the future, for tomorrow belongs to those who prepare for it today. The only way to make it successful is teacher professional development to provide the best teaching learning techniques.

Conclusion

The social constructivist approach is based on the assumption that individuals learn to construct their knowledge and meanings through interaction with others. It holds that knowledge is not presented to the individuals, but emerges from active dialogue where people create their own learning paths and knowledge. According to the constructivist approach, learners communicate their knowledge to others who provide feedback.

Technology has given students & administrators a great opportunity to make a smooth transition from offline to online education in this pandemic and this gives side to new learning i.e., new hybrid learning with its challenges & opportunities.

All this is possible only when teaching methodologies have to be changed. For this the need of the hour is Digital Learning, better known as Hybrid Learning.

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Assessment of Online Apparel Websites: The Shortcomings & Guidelines for Improvement

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ABSTRACT

Online consumer behavior is a broad and interesting area of the study that can benefit organizations in their efforts to market and sell products online. Nowadays, online shopping has become more popular than traditional in-store shopping because consumers focus on staying healthy during long periods in lockdown. This study investigates the online apparel websites (Myntra, Amazon, Flipkart, Snapdeal & Zabong) and identify their shortcomings. The study also creates guidelines for consumers when shopping for apparel online. The sample selected for the study consisted of 60 female online shoppers, who bought apparel at least once a month. The sample size included females between the age groups of 21- 30 years and 31-40 years. The data were analyzed using frequency and percentage. The result of the study revealed that the best online shopping website was Amazon in terms of availability of brands, discounts/offers, product view, description of the product, delivery options and product return policy when compared to all other websites. In order to help consumers, make better online buying decisions, guidelines were created to improve their experience while shopping online in terms of apparel quality and services offered on the website. This study also helps newstartups and upcoming designers to start their own business through digital media to sell products with consumer satisfaction levels to maintain a good relationships with consumers.

Keywords: *Online shopping, Apparel Website, Consumer satisfaction, New startup.*

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Introduction

Internet shopping is becoming extremely popular because online shoppers have the option of shopping at any time of the day sitting at their home or offices. Consumers buy products from various apparel websites and depict a specific kind of behavior which is related to various demographic factors, such as age, gender, income group, marital status, occupation, etc.

The way a website is displayed affects the behaviour of consumers, majorly as the first impression of an online website is related to how the website looks. The theme of the website, including layout and options available for navigation, are included in the website design. The easier it is to locate information related to a product, more are chances that the consumers will buy from that website.

“Online retailers can use advanced technology to improve their websites for influencing the consumer perceptions of the web environment (Prasad & Aryasri, 2009)”. There are many websites on the internet that consumers can access to find information and compare different types of apparel. The prices and features of different products can be compared before the customer makes the final buying decision. The websites offer different views of the product, including videos, 3-D view and zoom view, which help the consumers make better buying decisions. There are many websites related to purchasing apparel online, such as **Myntra.com**, Amazon.com, Fashion and you.com, Yebhi.com, Homeshop18.com, Flipkart.com, Snapdeal.com, Jabong.com etc.

Present study will be beneficial to both consumers and e-retailers. The guidelines will help enhance the knowledge and awareness of consumers when shopping online. With the help of this study, retailers will be able to access the behaviour of consumers when they shop online. This will also reveal the problems that consumers face while shopping online. As a result, retailers will be able to identify the needs of the consumers and work towards the problems they face, thereby improving their marketing strategies and website design. This will reduce the difficulties faced by consumers and build their trust in the website, leading to an increase in sales volume for the retailers.

Objectives of the Study

1. To study online apparel websites and identify their shortcomings
2. To create guidelines for consumers when shopping for apparel online

Methodology

- ❖ A survey was conducted to assess online websites of category of apparel for women wear. The aim of the survey was to find out the strength and weaknesses of the five websites such as Myntra, Amazon, Snapdeal, Flipkart and Jabong. These websites were searched through the Google portal. The weakness of these websites helped in assessing the shortcomings of the website. These five websites were selected on the basis of review.
1. **Locale of the study:** To gather information, Jaipur city was selected as the study area.
 2. **Sampling procedures:**
 - **Selection of sample:** The population of the study included only online shoppers who purchased apparel through online shopping. The sample selected for the study was 60 female online shoppers who bought apparel for themselves at least once a month. The sample size included females between age groups of 21-40 years.
 - **Sampling technique:** Snowball sampling technique was used to collect the data.
 3. **Tools and technique of data collection:** The data was collected from respondents through a rating scale.
 4. **Selection, Formulation and Description of tool:** Following rating scale was used to measure different aspects of the levels of consumer satisfaction.
 - **Assessing consumer satisfaction level towards online apparel websites:** A Rating scale was used to measure the consumer satisfaction level towards online apparel websites (Appendix E).

- **Dimensions and distribution of items in the scale:** The items were included in the scale are as follows: I. Categories of Women Apparel, II. Brands, III. Discount/ Offers, IV. Product view, V. Product description, VI. Payment options, VII. Delivery options and VIII. Product returns policy and IX. Problem and issues for shopping online.
 - **Ranking:** For evaluation of statements, ranking was done. Each statement was rated most preferred to least preferred through a five-point rating scale. The ranks were assigned as follow: Most preferred -5, Preferred -4, Neutral -3, Less preferred -2, Least preferred -1
 - **Weighted Mean Score (WMS):** To analyse the best online website in terms of women's apparel category, the weighted mean score was calculated.
 - **Analysis of data:** Collected data was analysed to present the complex and scattered information into simple, clear and logical data, which was expressed through the frequency and percentage.
- ❖ **Creating guidelines for consumers when shopping for apparel online:** The researcher checks online shopper's problems while shopping online due to the shortcomings of the services offered by the website. The researcher prepared various guidelines for the consumers on the basis of these drawbacks and shortcomings to help the consumers make better buying decisions and improve the customer experience for online shoppers while shopping online.

Results and Discussion

This phase assesses online apparel websites and identifying their shortcomings. The different categories of women's apparel for online shopping websites have been explored. It has been found that several options are available on the websites. The websites have been ranked as most preferred, preferred, neutral, less preferred and least preferred based on the level of satisfaction of females towards online shopping websites. These websites have been compared to identify the best presentation of apparel in the women segment. The weighted mean score and rank

obtained by different websites for various categories of women's apparel have been displayed in the table mentioned below:

1. Online websites and identifying their shortcomings

Table 1: Weighted Mean Score and Ranks assigned to Websites on the basis of Consumers Perception towards Various Criteria for Online Shopping (n=60)

Criteria	Online apparel websites				
	Myntra	Amazon	Snapdeal	Flipkart	Jabong
Women apparel	3.2	2.0	2.7	3.5	2.3
Brands	3.0	4.1	2.0	3.7	2.0
Discount/Offer	2.9	3.8	2.5	3.4	2.0
Product view	2.9	3.6	2.2	3.6	2.4
Product description	2.9	3.4	2.5	3.4	2.4
Payment options	4.0	3.6	2.4	3.0	1.9
Delivery options	2.7	4.4	2.4	3.9	1.3
Product return policy	3.1	4.0	1.5	3.8	2.4
Total	3.0 (III)	3.6 (I)	2.2 (IV)	3.5 (II)	2.0 (V)

The results of the above table indicate the highest WMS was obtained by Amazon (3.6) followed by Flipkart (3.5), Myntra (3.0), Snapdeal (2.2) and Jabong (2.0). Therefore, it is concluded that respondents are satisfied with Amazon's website on the basis of Brands, Discounts/Offer, Product view, Product description, Delivery options and Product return policy. Variety in women's apparel categories on Flipkart is greater than other websites. The customers are equally satisfied with the Product view and Product description available on Amazon and Flipkart. The maximum numbers of Payment options were available on Myntra as compared to other websites.

The results further revealed that among all the websites that Amazon scored highest, followed by Flipkart, Myntra, Snapdeal and Jabong respectively. The Study conducted by Upasana et al. (2015) which revealed that the most popular website among consumers for shopping online was Flipkart (23%) Although, most of the consumers were also aware of eBay (21%) followed by Homeshop (18%), Jabong (12%) and Snapdeal (10%).

Jayasubramanian et al., (2015) also conducted a study and found that the majority of the respondents (68%) visited Flipkart.com.

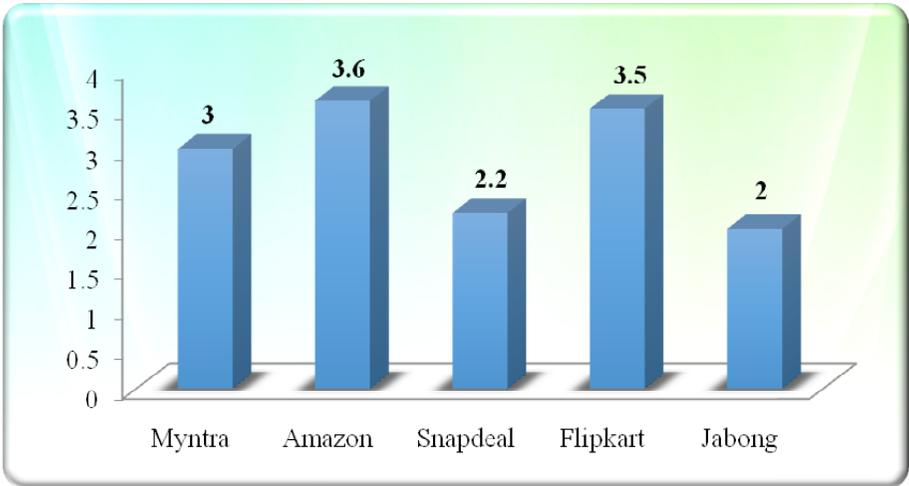


Figure 1: Weighted mean score of websites on the basis of consumers’ perception towards various criteria for online shopping

Table 2: Distribution of Respondents on the basis of Problems Faced while Shopping Online(n=60)

Problems faced by consumers’ while shopping online	Online apparel websites									
	Mynta		Amazon		Snapdeal		Flipkart		Jabong	
	N	%	N	%	N	%	N	%	N	%
Size	5	8%	4	7%	12	20%	2	3%	9	15%
Colour variation	7	12%	2	3%	9	15%	3	5%	11	18%
Product view	5	8%	3	5%	14	23%	2	3%	3	5%
Price variation	9	15%	7	12%	10	17%	8	13%	15	25%
Improper product description	6	10%	4	7%	12	20%	2	3%	7	12%
Product quality	4	7%	2	3%	8	13%	3	5%	13	22%
High shipping cost	7	12%	4	7%	12	20%	5	8%	9	15%
Product delivery extended	2	3%	3	5%	5	8%	2	3%	8	13%
Poor customer service	5	8%	5	8%	9	15%	2	3%	12	20%
Security/Privacy issues	7	12%	4	7%	8	13%	5	8%	9	15%
Refund policy	4	7%	1	2%	13	22%	3	5%	12	20%
Product return policy	5	8%	2	3%	6	10%	4	7%	13	22%

The results of the above table reveal that maximum number of consumers face problems related to size while ordering from Snapdeal (20%) followed by Jabong (15%), Myntra (8%) and Amazon (7%). The consumers reported that they were not satisfied with Snapdeal as they did not receive the same size of apparel as ordered. However, only 3 per cent of consumers faced problems with size while ordering apparel from Flipkart. Maximum numbers of consumers were satisfied with the size of apparel they received from Flipkart, followed by Amazon, Myntra and Jabong.

Eighteen percent of the consumers reported that on the website of Jabong, the products they received were not of the same colour as described or displayed on the website. Similar problems were found in other websites such as Snapdeal (15%), Myntra (12%), and Flipkart (5%). However, maximum numbers of consumers were satisfied with Amazon but only 3 per cent of the respondents reported that variations in the colour of the product were found.

The results further revealed that maximum numbers of consumers were not satisfied with the product view options available on Snapdeal (23%). They face similar problems while shopping from other websites like Myntra (8%), Amazon and Jabong (5%). A very few consumers had problems with the views of the product displayed on Flipkart (3%). In other words, the product view options available on Flipkart were found better and consumers were satisfied as compared to other online websites.

According to the results, the maximum number of consumers reported that alot of variation was found in the prices available on Jabong (25%) as compared to other websites. The price variance was also found on Snapdeal (17%), Myntra (15%) and Flipkart (13%). Though, the consumers were satisfied and reported that Amazon (12%) offered the best prices as compared to other websites and prices were according to the quality of apparel available on the website.

The above table result indicate that the description of products mentioned on Snapdeal (20%) was not appropriate. This was followed by Jabong (12%), Myntra (10%) and Amazon (7%). The consumers were not satisfied with the information related to the products available on these websites. However, the consumers reported that the information about products available on Flipkart (3%) was better when compared to other websites.

The results further indicate that consumers were disappointed with the quality of apparel they had received when they ordered from Jabong (22%). Also, the quality of the products delivered was not up to the mark. The products received were not the same as mentioned on the website. Next in order in terms of dissatisfaction were Snapdeal (13%), Myntra (7%) and Flipkart (5%). Consumers felt cheated as they thought they were charged more than the actual price of the apparel. However, the product quality on Amazon (3%) was found to be good when compared to other websites. Consumers were satisfied with the products available on Amazon, as the quality desired by them matched the quality of products received.

The above table indicates that 20 percent of the consumers reported that Snapdeal has higher shipping costs than other websites. It was followed by 15 per cent of consumers who said that shipping charges available on Jabong were higher than Myntra (12%) and Flipkart (8%). However, shipping charges available on Amazon (7%) were lesser as compared to shipping charges on other websites. Thus, consumers were more satisfied with Amazon as compared to other websites.

The results show that 13 per cent of the consumers face issues with the delivery time of products from Jabong, followed by Snapdeal (8%) and Amazon (5%). They reported that products were never received on time i.e. as mentioned at the time order. However, maximum number of consumers were satisfied with the products delivered from Myntra and Flipkart (3%) as the product was delivered on time.

Twenty percent of consumers felt that Jabong does not have good customer service. There was followed by Snapdeal, where 15 per cent of the consumers reported the same issue. The consumers however, were satisfied to some extent with the customer service provided by Myntra and Amazon (8%). Flipkart (3%) has the best customer service amongst all websites as the consumers got a quick resolution for their queries with minimum problems.

The results revealed that 15 per cent of the consumers reported that they faced security and privacy issues while shopping from Jabong, followed by Snapdeal (13%), Myntra (12%) and Flipkart

(8%), due to which the consumers were dissatisfied. The consumers did not feel secure while sharing their personal information related to accounts, due to which they used cash on delivery as a payment option in most of the cases. However, the security and privacy policy of Amazon (7%) are trustworthy and consumers do not feel insecure while sharing their personal information on this website. Consumers feel secure while buying the products using credit/debit cards from Amazon.

It is clear from the above table that maximum number of consumers were dissatisfied with Snapdeal (22%) and Jabong (20%) in terms of their refund policy. It was followed by Myntra (7%) and Flipkart (5%). The consumers did not get the refund within the time frame that was promised to them, this was the primary reason for their dissatisfaction. The refund amount was credited to their online account with the website and the amount was not refunded to their bank account. Maximum numbers of the consumer were satisfied with the refund policy of Amazon (2%) as the amount was timely credited into their bank account and consumers had no problems while buying online.

Twenty two percent of the consumers were dissatisfied with the product return policy of Jabong and 10 per cent of consumers reported the same problem with Snapdeal, followed by Flipkart (7%). The consumers reported that the garment was not the same as they expected the consumers did not have an option to return the garment within a set period of time. The results further indicate that Amazon (3%) and Myntra (4%) are the best websites in terms of their product return policy. The customers felt that they had a better pick up and return policy while returning a product from these websites compared to other websites.

- ❖ **Creating guidelines for consumers while shopping for apparel online:** After accessing the factors, that influence attitude of consumers towards online shopping and the challenges faced by online shoppers, this phase deals with creating guidelines for the consumers to help them make better buying decisions.
 - It was found that consumers only keep the Size, Fit, Style and Appearance of the apparel in mind while making buying decisions. They give very little

importance to other aspects before making a buying decision, due to which they face various problems while shopping online. A few guidelines have been created to help consumers make better buying decisions to overcome these challenges and problems.

- Consumers should check all the possible options and websites for the range of products available in the apparel category they want to buy.
- Reviews and ratings of products displayed on various websites should be checked before making the decision to buy a particular product.
- Consumers should inspect the front, back and side views available for the apparel before making a purchase.
- Consumers should compare the prices and discounts given by various websites for a particular category of apparel before confirming the purchase of any product.
- It is suggested that consumers should read the apparel description carefully before purchasing it.
- Consumers should pay attention to the shipping policy and delivery options before making any purchasing decision.
- Customers should read the website's privacy and security policy in detail.
- Consumers must check the product return and refund policy before opting for an actual purchase.

Conclusion

The study concluded that consumer attitude while shopping online depends on various website features. These features include website trust, website design and perceived apparel quality. Consumers are more inclined to adopt online shopping; a website has good features, easy navigation and offers multiple choices. Female shoppers are more concerned about security and privacy as compared to male consumers.

The study further indicates that lack of information related to the apparel online is a major drawback for online shopping websites and the problems which are commonly faced by the

consumers are related to description of products, product view available on the website and product return policy etc. It was also found that websites such as Amazon and Flipkart are better in terms of the availability of information and display of products. Respondents were found to be more satisfied with these online shopping websites as compared to other shopping websites.

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Yellow Color Producing Fungi for Dyeing Textile Substrate: An Eco-Friendly Approach

Ms. Shumaila Naaz*, Dr. Charu Gupta* & Dr. Sunita Aggarwal**

ABSTRACT

In the last few years, there has been an increasing trend towards replacing of synthetic colorants with natural pigments because of the strong consumer demand for more natural products. There is a great emphasis of newer natural colouring material for industrial application as present synthetic dyes release high level of toxic effluents which is not safe in terms of health and environment. There is a growing demand for eco-benign and non-toxic colorants, specifically for health sensitive applications such as coloration of food and dyeing textiles. Microbes like fungi and bacteria can be exploited as one of the natural source of colorant for textile application. These can multiply very fast and are can grow on a large scale on different media and require limited space. The present study is an attempt to screen and isolate color producing fungi. An extracellular pigment producing fungi was obtained from soil sample and its growing condition was optimized. The optimal condition was pigment producing fungi were as follow: The pigment was produced by culture fungus on Sabouraud medium for 21 days at $28^{\circ}\text{C} \pm 2^{\circ}\text{C}$ at pH 5 and to dye different fabrics. Samples of wool and silk dyed at pH 5 showed more even colour as compared to other samples at 70°C - 80°C for about 35 minutes.

KEYWORDS: *Pigment, Dyeing, Silk, Wool, Potato Dextrose Agra (PDA), Sabouraud medium.*

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I. Introduction

There is worldwide interest in process development for the production of pigments from natural sources due to a serious safety problem with many artificial synthetic colorants, which have widely been used in foodstuff, cosmetic and pharmaceutical manufacturing processes [1]-[4]. It is well known that a variety of plants, animals and micro-organisms produce pigments [5]-[7]. Although there are a number of natural pigments, only a few are available in sufficient quantities to be useful for industry because they are usually extracted from plants. Therefore, it is advantageous to produce natural pigments using micro-organisms [8].

Fungi are a more ecologically interesting source of pigments since some fungal species are rich in stable colorants such as anthraquinone [9]-[10]. Recently, there have been revivals of interest in natural dyes throughout the world as active voice the western countries are banning some synthetic dyes due to their toxic, carcinogenic and polluting nature [11]. There is a great deal of emphasis on screening newer natural resources for natural coloring materials for industrial application. One such material is "Microorganisms"; such as Lichens, Fungi, Bacteria, Algae etc. that can produce 'Microbial Dyes'. Microorganisms are known to produce a variety of pigments; therefore, they are a promising source of food colorants [12]-[13] and dyeing of children's fabrics and leather garments. The present study aimed to isolate colour producing fungi for dyeing textile substrate.

II. Methodology

A. Collection of Samples

Samples were collected from various sources like soil, air, water, vermicompost, leaf surface, flowers and rotten vegetables from the nearby locality in sterile plastic bags and kept at 4°C till processed.

B. Fabrics

Dyeing was done on silk, wool and cotton fabrics.

C. Screening and Isolation of fungi producing dyeable colors

To isolate fungi from the air, Potato dextrose agar (PDA) plates were exposed to air for 5 mins at different areas within the college. For soil samples, 1 g of each was suspended in 10 ml of sterile distilled water in a test tube. Then 0.1 ml of soil solution was uniformly spread onto the PDA plates with the help of a sterile spreader. In the case of picking microbes from solid samples, autoclaved swabs dipped in sterile distilled water were used. All PDA plates were kept in B.O.D incubator (Metrex Scientific Instruments (P) Ltd.) at $28^{\circ}\text{C} \pm 2^{\circ}\text{C}$ for 4-7 days.

D. Cultivation Mediums

Incubation plates showing colored fungal colonies were purified and stored at 4°C for further use. Fungi showing color over plates were inoculated in different culture mediums like Potato Dextrose Broth (PDB), Sabouraud Dextrose Broth and Malt extract and incubated at 15°C , 28°C and $37^{\circ}\text{C} \pm 2^{\circ}\text{C}$ for 30 days.

E. Preparation of Fabric

Silk was degummed with Marseille soap and wool was washed with the solution containing 0.5 gram/liter sodium carbonate and non-ionic detergent.

F. Dyeing

Fungal culture broths showing color were filtered out by using Whatmann filter paper in a conical flask. Culture filtrate was then used for dyeing silk and woolfabrics.

III. Results and Discussion

A. Screening and Isolation of Fungi

Out of 60 PDA plates inoculated with different samples, only 10 fungal colonies showed colour over plates. However, only one of them, isolated from soil samples, produced dyeable yellow colour. The colour produced was extracellular; no intracellular colour was extracted.

B. Cultivation Medium and Optimization of Temperature

The selected yellow colour producing fungi was then cultured on different media. Out of which Sabouraud medium and Potato dextrose showed the best colour. Incubation was done for 30 days at different temperatures, i.e. 15°C, 28°C and 37°C, to standardise the optimum temperature. It was found that the Sabouraud medium in 21 days at 28°C ± 2°C and pH 5 produces maximum colour that can be used to dye different fabrics.

C. Dyeing

The colored filtrates from yellow broths were then used for dyeing cotton, silk and wool see (Fig. 1-3). Before dyeing and after dyeing, the pH of the dye was checked. Samples were dyed in 50 ml of colored filtrate i.e. MLR 1:50 for 35 minutes at 70-80°C in rotary water shaking bath. After dyeing washing of the samples were carried out for 5 minutes in lissapol followed by rinsing in cold water.

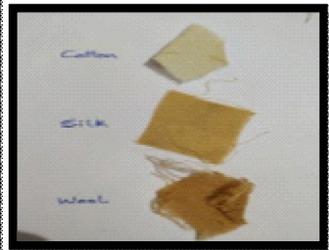


Fig 1. PDA Plate

Fig. 2. Broth medium

Fig. 3. Samples of yellow colour producing fungi

IV. Conclusions

The screened yellow colour producing fungi can be used to dye textile fibres. The dyes can be applied to silk and wool. It can be concluded from the study that fungi can be a potential source of cultivating dyes that can be adequately applied to textile fibres. The fermentation conditions for maximization of pigmentation can be standardized and therefore, these natural dyes can be commercially produced on a mass scale in an inexpensive and environmentally friendly manner.

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Integration of Ethics and Green Thinking for Sustainable Design and Production Practices

Srivani Thadepalli and Dr. S. Amsamani

ABSTRACT

After “years of removing ourselves from the making of goods, consumers have begun to realize that they can make these goods themselves and eventually this desire to shift can bring radical lifestyle change which not only makes us feel better, self-sufficient, and well-connected to nature and humanity, but they also allow us to look at the economy in a different way. Becoming a part of the textile production process can help the consumers understand why truly safe, sustainable and ethically-produced clothing comes with an elevated price tag, which can’t and shouldn’t be cheap enough to impulse-buy. And that hands-on experience could encourage consumers to get behind a “less is more” mentality that supports more ethical production practices: fair wages and working conditions, slow fashion, better and longer-lasting fabrics, and a return to natural and eco-friendly sustainable processes.

Though natural dyes are alternative to chemical dyes, they may not lend large scale production, often requiring large amounts of water, abundant resources of land, and heavy metals as fixing agents. The bottom line approach is now towards want of clothing which is not only unique but also ethical by spending less and getting more. Formulating an ethical manifesto for natural dyeing practices is an

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attempt made in this paper suggesting a pattern to be followed with reference to indiscriminate consumption of natural resources.

Imparting skills to the new generation dyers aren't about building an army of natural dyers, but more informed consumers and citizens who know how to buy the right stuff. The process of design thinking from the consumers' perspective has led to a paradigm shift in the way things are made. This review paper throws light on various thought provoking aspects that need conceptual thinking for sustainable makingsuitable for learning by new generations.

Keywords: *Sustainability, Ethical Dyeing Manifesto, Design Thinking, Green Production*

1. Introduction

In recent years, sustainability has become a significant trend in the textile industry. Consumers are better informed and increasingly expect ecologically and socially acceptable products and thus sustainable solutions in the textile industry. Manufacturers are increasingly committed to tapping innovation potential and promoting sustainable development. Sustainability strategies range from sustainable designs and the use of innovative materials and processes to the optimizing resource consumption and recycling. Occupational safety, child labour and fair wages, in particular, are a central concerns of sustainably producing companies. However, the social and environmental challenges in the global textile value chain can only be solved if politics, business and civil society pull together.

Every step in the textile chain focuses on different aspects of sustainability, which can be summarised as follows:

- production factors, including water and energy consumption
- The availability of sustainable raw materials
- The effects of waste production
- The social responsibility of the companies towards the employees and the communities surrounding the production plants
- The use of chemicals, including dyes and coatings

- Health risks for textile workers and consumers
- Animal welfare (procurement of wool or down)

Conscious brands, social enterprises and corporates started to align with the core values of green-washing and started measuring their impact in various ways creating their own sustainability index. Green is the New Black is a lifestyle media and events platform on a mission to make sustainability mainstream and accessible. It aims to create a conscious world where everyone is aware of their own actions, to wake up and take control to be empowered for taking positive little green steps. Protect the planet, innovation for good, crystal clear product cycle, power to the people behind the products (ethical/fair-trade/ female empowerment), pro animal life, well-for-your-being are values set today portraying green thinking [1]. With the Race to Zero underway, even small businesses can find free ways to begin sustainability to do their part of tackling climate change by working on energy efficient buildings, plants and premises, looking at processes, suppliers, deliveries and lifestyles [2].

According to Wikipedia, "Sustainable fashion is a process to foster a change of fashion products and the fashion system towards better ecological integrity and social justice" which means that fashion trend is an approach which encourages shift in fashion industry keeping ecosystem and environment in mind. It's a way to design, manufacture and supply sustainable outfits giving more advantage to ethical branding but minimum damage to eco-cycle. It is need of the hour that the consumers are aware of misconceptions about ethical fashion and sustainability, myths and facts as given in Table 1 below [3].

Table 1: Ethical Fashion and Sustainability, Myths and Facts

Myths	Facts
Brands that assure sustainability are sustainable	There was an observed increase of 75% ecosystem shiver in the fashion industry in the year 2019 compared to previous year [3].
An expensive outfit takes care less labour abuse	The price of a garment does not guarantee or explain in any terms. In many cases, outfits of all labels of brands- expensive, exclusive, middle ranged, or fast fashion brands, are prepared under the same roof
You can recycle all your outfits	It depends solely on the fabric of the eco- clothing. Many mixtures and blends cause difficulty in recycling.
Purchasing from "eco-conscious" or "sustainable" brands can reduce your impact on the environment	Filling wardrobe with an enormous amount of ethical fashion outfit can lead to no gain in settling the environmental damage. The better could be done, by mending or altering old garments, restyling tired pieces and trading items with friends or through clothing swaps (post-pandemic) from one's wardrobe.

2. Methodology

The aim of this paper is to cover various aspects of ethical and green thinking needed in understanding the sustainability of textile production while using even natural resources like textile fibres and natural dyes which are otherwise not given due attention. The setting of the study was based on the facts ignored by the present generation being under the shield of GREEN approaches deliberated by the brands and evolving sustainable markets. The current pace of fast fashion emphasises the need for slow fashion, reduced consumption and sustainable business models.

Hence, the present paper of review of several approaches and challenges to sustainability, myths and facts. This paper is expected to provide scope for further research based on the existing published sources of knowledge. Various views about sustainability are accelerating at tremendous speed while at the same time remaining fragmented and interdisciplinary. This makes it hard to keep up with state of the art information in a particular area of research.

This review paper is a result of a semi-systematic collection of reviews, perspectives and synthesis of previous research, which helps further in discovering theoretical frameworks and conceptual models. The process of review consisted of several phases such as Design, Conduct, Analysis and Structuring and Writing intended to reach academicians, research scholars and students as readers. The database search was conducted online, including aspects of sustainability, sustainability challenges, myths and facts, sustainable business models, Sustainable fibres, dyes and processes, ethics in sustainability, ethical dyeing practices, green thinking, craft as sustainable luxury design and marketing. The selection of articles was based on the nature of questioning and sharing perspectives on the ongoing practices which would be thought provoking. The content is structured, from textile production, to consumption, followed by synthesis / conclusion and suggestions.

3. Implications of Inclusive Textile Fibres

The world of textiles is based on the availability of raw material; fibres, which connect us to many issues of water scarcity, climate

change and waste generation. The world's food, fuel and fresh water supplies are coming under increasing pressure due to rising temperatures, population growth and increasing levels of per capita consumption. Textile has always formed a substantial part of sustainability and innovation.

The natural plant and animal fibres- cotton, silk and wool, which were once considered as solutions for sustainability based on their biodegradability and renewability, are no longer able to serve the purpose due to raw material crisis and also a range of animal welfare and ethical concerns existing.

As cotton crop takes a gigantic load of herbicides and pesticides at the cost of human health risks, it is not the answer to fulfil the increasing demand of clothing the world. Organic cotton, Hemp, Ramie, Linen and organic Bamboo that is mechanically processed are inclusive options of today's textile and garment industries. Innovations in textiles have brought alternative plant based regenerated fibres of first, second and third generation (Viscose bamboo, Modal & Lyocell) into the spotlight and replaced their natural synthetic counterparts. Recover by Lenzing™ is a new type of Viscose produces with very low emissions.

The "zero-waste" utilization of the wood based cellulosic fibres; the fibres of Okra plant and Agave Americana are produced utilising the agricultural waste/biomass would enable a viable and sustainable industry.

The recycled wool, the vegan wool developed from the enzymes of mushrooms, Ecolife responsible Leather and Down, Peace/ Ahimsa silk derived from hatched cocoons are considered sustainable animal fibre options. Pinatex, Apple skin/ Pallemela and Orange, the by-products of the fruit industry and Cork fabric out of tree bark, have entered the sustainable fashion world as cruelty-free eco - Vegan leather. Modern Meadow grows leather by Biological Leather Technology without harming any animals. Bio fabrication enables the growth of nature's materials using the DNA of animals, growing collagen, the protein found in animal skin in laboratory conditions. Tanning and finishing are later done to give the required character.

Furthermore, there are sustainable arguments against the increasing use of synthetic textile fibres, which significantly

contribute to the environmental problems of persistent micro-plastics. Recycling textiles/ synthetic fibres is a sustainable and environment friendly practice. Econyl is a recycled nylon, which uses synthetic waste from ocean plastic, abandoned fishing nets and waste fabric made using a closed-loop system.

3.1. Is Organic Cotton Sustainable?

Cotton grown without excessive use of pesticide, insecticide or chemicals and fertilizers is known as Organic Cotton [4]. The methods of organic cotton farming ensure soil health, fertility, reduce chemical effluents in the groundwater and does not use genetically modified seeds for plantation and production. There are various benefits of organic cotton [5]:

- Organic cotton farming produces less environmental footprint than conventional cotton farming. It uses 88% less water, 62% less energy
- The rearing and production uses an amalgamates scientific methods and traditional farming. It also keeps the workers and farmers safe since there are no chemicals and pesticides in use.
- Organic cotton products also help sustain the livelihoods. When a consumer purchases organic cotton products, they are investing in the environment, the farmers, themselves and the future.

While organic cotton is a sustainable option, a few drawbacks should be noted. Unsustainable farming practices may eclipse the potential benefits of organic cotton [6]. Organic cotton has lower yield since the cultivation process does not include chemical fertilisers [7]. Even though the water consumption per tree is lower, to match the yield of conventional cotton and meet the demands of the market, larger area of irrigation is needed, which consequently requires more water for irrigation. Since large corporations are in the market as producers of organic cotton, consumers must be aware and educate themselves on identifying the original organic cotton and not be fooled by Green Washing.

4. Using Natural Dyes - Is It a Sustainable Option?

Though Natural dyes are the best option for fabrics, currently,

only 1% of textiles are dyed using natural dyes. Indian dyestuff industry currently produces about 300 metric tonnes of dye annually [8]. However, the statistics show the sheer volume of synthetic dyes and pigments required to feed the current fashion demands causes major environmental degradation. Usage of natural dyes is mainly limited to the cottage industry and some handloom sectors. However, natural dyes are not a mainstream option because of sustainability issues.

Most of the natural dyes have very less dye content in the raw source. To meet the huge requirement, the agricultural land used to cultivate food grains to feed the huge population of the country may have to be compromised. Plant based dye sources therefore do not have much spare land to be cultivated on. Dye stuff from animal sources requires infrastructure and initial set ups to have a mass population of the animals before dye can be extracted from them. The investment is costly, and the current farmers are not economically stable. Thus they are not much interested to produce alternate dye sources where they can produce cash crops and genetically modified food grains with higher yield. Additionally, natural sources require time to mature before dyes can be extracted, e.g. Trees need to grow from saplings before they can be processed.

This also brings up the issue of indiscriminate deforestation. To meet the demands of the market, the existing plant and animal life maybe indiscriminately decimated to produce dyes. Sustainability means to meet the demands of the current generation without compromising the requirement of future generations. In this respect, natural dyes are far behind as the industry does not have the raw material source, capacity or capability to meet the current demands of the market.

Though Natural dyes and pigments are definitely the only environment friendly option for textile dyeing and printing, for the reasons mentioned above, more research to come up for the use of Synthetics dyes and Pigments in a sustainable way, which is the only long term feasible solution besides research and development on industrial production and application of Natural dyes.

4.1. Ethics in Practicing Natural Dyeing

The earth being our mother nature, gives life and sustenance. It is important that in our interaction with her, we treat her with respect, gratitude and need to give back what we take in a form that helps the natural cycles of the earth and makes life easier for all other living organisms. The philosophy of ethical living needs to be the basis for ethical dyeing. The Following clauses for dyeing ethically were formulated [9]:

1. To not use synthetic chemicals at any stage of the dyeing process
2. To conserve the sources of natural dyes by not consuming the roots, heartwoods of bark of perennial trees as dyestuff.
3. To avoid the use of plant- materials that could be food for man and animals
4. To minimise the use of flowers, seeds and fruits meant for theregeneration
5. To cultivate the required dye plants

Leaves and natural mordents are sustainable source of natural colours. It is need of the hour that the practitioners of natural dyes need to involve in the cultivation of natural dye yielding plants at least by contributing 15% of their land resource.

5. Sustainable Wet-processing in Textile and Fashion Industry

Green Technology applies environmental science to conserve the natural environment and resources and curb the negative impacts on human health. Eco-friendly textiles are gaining importance in the consumer market. Consumers who initially considered only the aesthetic value are now looking at the harmful effects of various chemicals. The wet processing industry is focusing on processes which use alternate and eco-friendly chemicals and materials that are comparatively less harmful and the use of natural indigo, natural reduction processes, possible recovery and reuse of dyes, chemicals and auxiliaries, water less technologies and zero emissions.

The toxic effluent is not easy to treat or biodegrade and is harmful to humans and animals. This kind of contamination and health problems normally arises normally in the conventional method

of wet processing. So, the alternative methods are necessary to improve the sustainability of the textile wet processing. In the recent time, the new eco-friendly methods have been developed and are preferred mostly instead of conventional methods. Plasma, ultrasonic, laser, biotechnology digital inkjet printing are the new innovated eco-friendly technologies, which provide more advantages to wet processing. In these methods, there are no any harmful chemical, wastewater and mechanical hazards to textiles, etc. [10]. Technology intervention in craft sector for the sustenance of green practices is also gaining importance, as that would avoid practice of shortcuts in the practice of authentic craft production.

6. Cross Culture Collaboration in Design

Globalisation has brought a shift in design thinking. Companies worldwide are not just opting for sourcing new markets and production grounds but also new design thinking across national and cultural boundaries [8].

An education system in design which promotes understanding of design requirements across other culture and nations can feed these newer markets. An interactive classroom project based on cross culture collaboration can help in creating a shift among the design students in a tertiary learning environment, which enable them to understand an actual client rather than an assumed one. Faculty experts with international experience can offer a project with Indian design faculty and students, which help students to explore design expectations of an international market, making them equipped with a strong research base for handling multi-cultural design. This would also enable them to understand issues of sustainability at different geographical locations and the application of alternate materials.

7. Digital Retail for Rural Producers

Handmade products symbolise a human element. They communicate an aesthetic that resonates with the user in terms of cultural, historical and personal memories. Due to their personal nature, handmade products have always been locally made and sold among communities who knew each other well. While it is its strength, it is also a weakness. Due to their local nature,

crafts are seldom found in commercial hubs. In scenarios where traditional retail falls short, digital retail has stepped in, which help in keeping Indian crafts alive sharing stories effectively. With conventional methods of commerce like buyer seller meets and exhibitions, many artisans remain under the shadow of master craftsmen or middlemen.

Digital retail provides an opportunity to sell their products directly to the consumer and also allows for interaction, knowing the market trends and to design products for contemporary applications. The craftsmen can gain visibility and build an emotional bond which is the USP of a handmade product. Village E-commerce has opened the doors for seamless access to consumer goods. It has eventually created opportunities for inclusive growth as manufacturers of all scale living in any part of the world can now bring their products in front of the entire world through online platforms. Today, e-commerce is the most persuasive medium backing the handicraft market [11].

The digital Tsunami has impelled the rural producers to change their existing business models, the location of the store which used to be a critical success factor for the brick and mortar store has no more relevance in this digital era of the borderless world. Planning of online portals for marketing and setting up a website for launching designed and branded craft products may result in a seamless model that eliminates middlemen. There is enormous potential for e-commerce in the handloom and handicraft sector amidst several challenges; tailored merchandise having no standard, limitation of touch and feel in online buying and logistics. Visual Merchandising will hold a key position in showcasing products and creating awareness with rising internet penetration and the ongoing smartphone revolution.

However, there is growing evidence that people crave physical experiences over tangible goods. Mindless consumption online without having product knowledge may lead to a rapid depletion of resources. Consumer engagement or interaction involves buying decisions and is the key to redesign retail with a responsible and conscious perspective. A combination of multi-sensory environments, technological innovations, raised awareness and human connection to create personalisation, localisation in consumer experience can create a far healthier consumption culture

and address some of the current concerns surrounding sustainability. Well-known e-commerce players such as Indian Roots, Crafts villa, Crafted India, and Engrave are striving hard in the direction of empowering the artisans by creating market linkages with customers willing to pay higher prices without a second thought.

8. Can Indian Heritage Crafts Come Under Luxury Segment?

Indian Textiles largely fall under the segment of hand-woven / handcrafted and qualify to be categorised as a luxury product by definition, but have lacked in garnering that reputation. Handcrafted goods demand strenuous labour, precision and time with cultural and regional identity. While the characteristics of handcrafted products of the West such as leather goods, watches and automobiles etc. which come under the category of luxury products, Indian handlooms are deprived of the status of luxury goods at a global platform and brings to light the perfections, each piece being one of its kind, guaranteeing distinctiveness. A deep sense of understanding of the craft with right business strategies, branding and perceived pricing hold the key to success for major luxury brands such as Rolex and Hermes.

The Indianisation of luxury began despite challenges, difficulties, cultural restrictions and social norms, international brands are now adapting and creating special products and unique experiences especially suited for the Indian customer. Adaptation to Indian taste trends and likes has become a norm. Ritu Kumar, the doyenne of Indian fashion, puts this in context, "Luxury has been an inherent part of Indian culture; whether it is jewellery or clothes or even lehengas, and we have been exposed to high value pieces from a very early age. We have a 2000-year-old culture of gifting silver and precious fabrics; we understand luxury"[12]. The Indian design fraternity became the symbol of luxury in the late 1990s and early 2000s when international luxury labels started to show their presence via multi-brand stores selling stocks from the previous season. In the last few years, the luxury segment in India has been growing at a compounded annual growth rate (CAGR) of about 25 per cent. The Indian luxury landscape is currently experiencing strong evolutionary

undercurrents that are redefining the consumer profile and how luxury players operate in this domain.

Textile museums reflect the skill of Indian weavers and artisans and the possibility of weaving exquisite fabrics. However, there is a need for a fashion forecasting agency in the Indian textile industry. Availability of information on future trends in handlooms would boost sales on govt. and non govt. outlets, further enabling fair wages to weavers or artisans.

9. A Sustainable Business Model

A business model that prioritizes sustainability is one that, at a minimum, considers all stakeholders, assesses and addresses environmental impacts, and is transparent and thorough in its reporting[13]. “Buy Less; Choose Well; Make it Last” is a business philosophy of Vivienne Westwood, the doyenne of the British fashion industry. As a solution to over consumption and the throw away culture of fast fashion, very few clothing brands encourage their customers to buy less.

Patagonia, an outdoor clothing company, actively encourages its customers to think twice before buying. It ran an advertisement, with one of its garments saying “don’t buy this jacket”. The company aspires to build a sustainable business model which is profitable, grows and solves environmental issues. Patagonia selects its suppliers who are driven by the same set of values. The company intends to sell less of the physical product by extending its use through repairs and reuse by charging more for differentiating the product through quality and value addition [14]. The customers of Patagonia trust the brand admire its values and aspire to live by the same principles.

New business models need to emerge with an impetus of infinite growth on planet with finite resources, reducing consumption of virgin resources and extending product life cycles as even Resale and Rental business models have proved less viable proving negligible reduction of CO₂ attracting more capital and remaining unprofitable[15].

10. Slow Consumption Through Emotionally Durable Design

Emotionally Durable Design is a call to arms for professionals,

students and academic creatives; proposing the emergence of a new genre of sustainable design that reduces consumption and waste by increasing the durability of relationships established between users and products[16]. Fashion is moving at an unbelievably fast speed. Some brands are launching a new line every fortnight. People indulge in fashion unmindful of the resultant increase in consumption. Our relationship with clothing is becoming very passive beginning and ending with “value for money”. For centuries and till about two generations ago, we were in the practice of making and maintaining our own clothes. People had few clothes but they were valued for longevity and durability as hallmarks of craftsmanship in clothing. Mending garments were seen as an important skill. In India, buying clothes needed an occasion and till about the early nineties, clothes were almost customised and bought off –the shelf. This gave the urban people freedom to express their new desires to be modern and contemporary getting involved in creative process of designing and making. So, there is still a chance for self -made garments. Intimate and emotional links of having created their own garments establishes a strong connection, develop confidence, distress and stimulate experience. “Self-made” led to the enhanced value associated with garments. The whole process of knowing, learning, designing and making could have in indirect impact on the buying behaviour leading to slow and mindful consumption. Experiential learning is the process of learning through reflection on doing, a kind of “seed to self” initiative.

As the maker culture grows among Millennials and Gen Z, there is the resurgence of skills and crafts. ‘Doing is the new buying’ (WGSN) for this growing generation of market influencers leading to new models of cross pollinating skills and co creation. The culture of making was manifested in the DIY (Do It Yourself) approach as part of everyday life. Within this eco-system of rediscovery and self-reliance lie intrinsic life skills.

Conclusion and Suggestions

Sustainability is not a fad – the global concerns and aspects leading to sustainability are here to stay. As the impact of fast fashion is becoming more and more evident in our immediate environment, sustainable sources are being looked into with

increased frequency. India, being a large exporter of textile, needs to popularise sustainable fibre sources. The fibre extraction, processing, preparations, spinning and weaving sectors need to shift from the conventional processes which use a lot of chemical and other harmful products to a contemporary system of sustainable production. Rural producers contribute majorly to the sustainable growth and development of the local economy, and hence they cannot be left behind in digital India.

Despite recycling synthetic fibres may look like the solution to the problem of the fashion world, it does not prevent micro plastic pollution. Virgin or recycled, micro plastics keep entering the environment as a pollutant. Additionally, synthetics can't be infinitely recycled. Considering synthetics, virgin or recycled, are not a long-term sustainable option - however, we can definitely reduce the existing synthetics available in our environment by reusing them as fibres. With a growing number of major fashion business engaging in green branding initiatives, environmental sustainability within their products and business operations is becoming a management agenda that is being prioritised among many companies. Re branding today can open businesses future ready to a new market of consumers.

Counter trends to fast fashion like green fashion, eco fashion, fair-trade fashion labels, high-quality materials with longer life, eco- textiles and recyclable materials are becoming very important in the fashion industry due to the increasing awareness of consumers. Carbon positive, organic, vegan etc, became buzz words today and there is more responsibility on the shoulders of consumers to understand behind the scenes from production and consumption to disposal.

Re-writing the rules by the Govt. may bring a remarkable change in the prevailing situations. Taxing on negative externalities like carbon and water, use of virgin plastic including polyester, adopting extended producer responsibility (EPR) which fine manufacturers to pay up front for the costs of disposal of their goods, mandating fashion brands to abide by supply -chain commitments are a few 'green-wishing' remedial measures. There is a need to redefine progress not in terms of GDP but with a different marker that focuses on "Wellbeing" that includes social, natural, economic and human capital.

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Vajjika Art-Need to be Re-Stablished: Challenges and Opportunities

Ujjwal Ankur & Dr. Shalini Bharti ***

ABSTRACT

Vajjika Art belongs to the place known as Vajjikanchal/Bjjikanchal, an area of Northern Bihar comprising six districts. The area is blessed with great history and archaeological pieces of evidence. Ironically, the area of 20 million people does not recognise their indigenous artform. People are not aware of it, so it is not being practised and developed yet. A hundred-year-old hand-written manuscript (Ramacharitmanasa) has been found in one of the villages of this area in which different episodes of Ramayana are illustrated. The style of these illustrations is very much different from the other forms of Indian Art. It is not preserved, so it needs to be conserved as well.

Keywords: *Ramcharitmanasa, Ramayana, Manuscript, Vajjikanchal, Vajjika Art.*

Introduction

The paper deals with the style, technique, characteristics, method, materials and form of these illustrations. Vajjikanchal, locally known as Bajjikanchal, is considered the Land of Vajjis (one of the sixteen *Mahajanapadas*, regarded as the world's first republic) and the land where Vajjika/Bajjika (language) is spoken presently. This area covers the Tirhut Commissionerate of Bihar, which

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Figure 1: Map of Vajjikanchal



Figure 2: Ashokan Pillar and Stupa at Kolhua, Vaishali



Figure 3: Manuscript (*Ramacharitmanasa*)

comprises six districts, i.e., Muzaffarpur, Sitamarhi, Samastipur, Vaishali, Sheohar, and East Champaran. The area has got a glorious past. This is the birthplace of the twenty-third Tirthankara of Jain, Mahavira, the most loved place of Buddha, and the Birthplace of Goddess Sita. The area is richly described in different Buddhist, Jain and Hindu texts like *Bhagwati Sutra*, *Mahaparinibban Sutta*, *Ramayana* etc. The place has an adequate number of archaeological sites and findings like Ashokan Pillars, Relic Stupa, the World's tallest Buddhist Stupa (Kesariya Stupa), Ruins of the Place of King Vishala, various small figurines made up of different materials, coins, etc. In the later phase, Islamic and British rulers ruled the place, reflecting the culture and architectural remains of this area. The place has vibrant historical and CosmoReligious exposure.

A manuscript (*Ramacharitmanasa*) has been found from this place which is more than 100 years old. It was written in 1906 by Late Anchanand Sahu Mali. The total number of pages of this manuscript is 773, in which there are 153 pages dedicated to the paintings done on several episodes of *Ramayana*. The artist's name is not mentioned anywhere in the manuscript, and it is

still unknown, as the majority of folk and tribal art or miniature-ancient cave paintings of our country. At one glance, these paintings seem very much different from other styles of Indian paintings. Text written in this manuscript is also not easy to decipher. The script used in it is Kaithi, also called “Kayathi” or “Kayasthi”. The manuscript has been kept in one of the oldest and most significant libraries of Bihar, Shri Sharda Sadan Pustakalaya. It is situated in Lalganj town in Vaishali District. The place is about 42 km north of the capital of Bihar, Patna.

Characteristics

The surface of these paintings are paper and the material used are water-based colours. In a couple of images, oil-based paint or varnish has also been used.

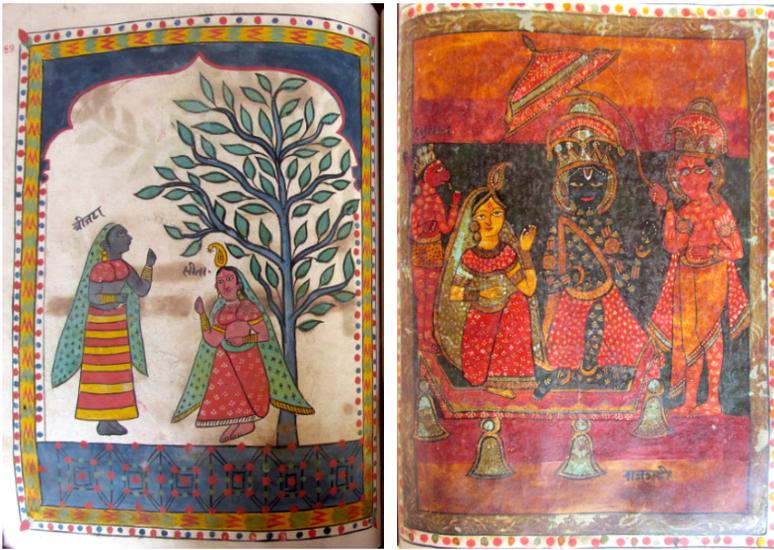


Figure 4: Colours of the paintings

Like the traditional techniques of miniature or manuscript paintings, these illustrations have also been done. Drawing through the red/black colour was first done. Then the colours have been applied to the required place. Borders were painted simultaneously. The paintings were finished with the highlights of couture lines with bold black lines.



Figure 5: Sita, Ravana and Hanumana in Ashok Vatika

The whole Ramayana is shown through different illustrated episodes painted in this particular manuscript. The subjects are Human figures, birds and animals, mythical creatures, plants and foliages, nature and decorative motifs. Unlike other miniature or manuscript paintings, subjects are placed against of flat and colourless background. In a few illustrations, the background is coloured with a solid colour. Any base and shadow are absent of the respective subject/s due to that they appear flying.



Figure 6: Portrait of Rama

Human figures are shown in half or three-fourth profile. Sloping forehead simplified boat-shaped eyes, pointed and long nose, tight lips in which upper lip is slightly bulging out small chin, cylindrical-shaped neck, crab's claws-shaped fingers, and flat toes are the significant characteristics of Vajjika Paintings' human figures. Male is depicted with short hair and a turban or cap on them, whereas; females are shown with long hair covered with the Dupatta. The majorly upper body of the males are shown bare, and the lower body is covered with Dhoti. In comparison to it, Females are depicted wearing Cropped Choli with ankle-length Gahghra with Dupatta.

Masculinity can be traced through the moustaches and beard and femininity through the firm breast and thin waist. Male figures are generally shown bigger than female figures.

Animals and plants are painted in a simplified manner in which the artist took full liberty in colour application.

The composition is elementary, but the multiple viewpoints in a single frame make it more interesting. The colour application is simple and flat, but the colour symbolism can easily be traced from these beautiful paintings. The artist colour palette is filled with earthy colours like gamboge yellow, lemon and bright yellow, yellow ochre, vermilion red, orange, sea green, ultramarine blue, grey etc.



Figure 7: Multiple Viewpoints in a single frame

This art form does not directly resemble any of its neighbouring art forms or any established folk or traditional art of India. All the schools of Indian Miniature / Manuscript Paintings such as Rajasthani, Pahari, Mughal, Decani etc., are more complex in front of the simple representation of Vajjika Art. The neighbouring art forms like Madhubani Painting, Patna Kalam, Tikuli Art, Sujani, Patta Chitra etc., are totally different from this form. The way to represent the subject, temperament of lines and colour, forms and composition, Vajjika painting is very much different from others in each and every way.



Figure 8: Kalighat and Phad Painting

Yes, some resemblance of early Kalighat painting from Bengal and Phad Painting if Rajasthan can be deciphered in Vajjika painting. Especially the way of depiction. But the presence of beautiful borders make it different from the Kalighat, and the facial features and its placement make it different from the Phad.





Figure 9: Deteriorating Condition of the manuscript and painted illustrations

Conclusion

Ironically a distinctive art form has remained confined under the hundred-year-old manuscript. It is not being practiced and publicised. Even the manuscript is preserved in a very unprofessional way. Water and colour stains of the papers are evident. Yellowing of the papers, tearing, tapping, brittleness, creasing, colour fading, and bleaching are major problems the manuscript faces. Conservation is very much needed to preserve this valuable work.

It is high time for Vajjikanchal to identify its indigenous art form to develop and publicise it. It can only be done by documenting the cultural and religious activities of the Vajjikanchal like Sama-Chakva, Godhan etc., in which visual art plays a vital role. It will lead to extract visual elements which are already being practiced. The historical and archaeological evidence should also be amalgamated with it. The painted manuscript will definitely play a significant role in developing specific characteristics of this art form. After finalising it, the art practitioners will be aware of the particular art style and practice it further.

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Image

- Figure 1: (About: Bajjikanchal, 2022)
- Figure 2: (Gallery: Buddhist Sites, 2022)
- Figure 8: (Kalighat Painting, 2022)

An Interdisciplinary Thought to Media Education in India

Dr. Moina Khan*

ABSTRACT

Media and communication are an integral component in the society. Our social behaviors are often influenced by them. Media is also impacted by the society. With these assumptions, the research project tries to rethink media education with an interdisciplinary approach. The paper through in depth interviews of media academicians tries to understand the relevance of interdisciplinarity in media education. While exploring various cross disciplinary areas, it also proposes few suggestions on how this could be achieved.

Keywords: *Media education, interdisciplinary, higher education in India, cross disciplinary, communication, university, college.*

Introduction

Media is an integral component of the social and cultural set up. One cannot isolate it as mere technology, but it is always understood in relation to the society in which it exists. It has been observed in relation to the culture, that at times it tries to influence it and sometimes it gets influenced by it. Media in this sense inherits interdisciplinary nature and majorly relies on socio political, psychological, and cultural forces. Media research has

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significantly borrowed knowledge from Law, Economics, Sociology, Psychology and Commerce. In fact, the basic model of communication is borrowed from Aristotle's rhetoric in Philosophy.

Media is a constantly evolving field. While educating students in the field of media, we cannot merely train them in the technical art. For just and equitable algorithms, engineers need to look at gender studies. Similarly, for building better artificial intelligence models, journalists need to closely work with engineers. Media students ought to aspire to become critical thinkers and problem solvers. "Interdisciplinary approach is multifaceted, rich and diverse in terms of perspective, helps respond to large scale societal issues, is skill oriented and helps in expansion of knowledge horizons" (Butler, 2011) The objective of this paper is to rethink media education in terms of interdisciplinarity by understanding how media educators look at their pedagogy through the lens of cross disciplinary approach. The research starts with an assumption that interdisciplinarity is the requirement for media education.

Review of Literature

Vygotsky observes learning as a social process encouraged by collaboration and social interaction. (Taber, 2011) For him learning is not a passive process but a product of social interactions and development of knowledge through negotiations. Placing media education in perspective with Vygotsky's learning, these interactions and negotiations do require interdisciplinarity. Thomson looks at this approach from the perspectives of educators and researchers. He considers it a challenging approach as educators are conventionally trained in theories, concepts, and practices of a single discipline. During the early history of Mass Communication, anthropologist Gregory Bateson showcased relational communication based on cybernetic theory. (Rogers, 1994) Blanchard and Christ (1993) has suggested that it is important not only to have a link between communication and other disciplines in an educational setup, but it is imperative to have connections within the communication discipline itself. Clark notes that "the discipline (or profession) is also comprehensive in that it does not specialize by locality but rather pulls together a craftlike community of interest that reaches across large territories" (Clark, 1983, p 29)

Methodology and Research Questions

15 media academicians who believed in an interdisciplinary approach became the respondents for this study. These academicians were randomly selected from various universities and colleges in Delhi. In depth audio interviews were conducted with these academicians asking them the following questions:

- Why interdisciplinarity?
- What are the advantages and disadvantages of such a system?
- In what areas interdisciplinarity is required in media studies?
- How could this be achieved?

Apart from these basic questions, there were other sub questions asked, based on the answers received for the above queries.

Findings

Why interdisciplinarity is a requirement in media education?

Media and communication activities are always in context with the internal and external phenomenon. Media always has socio political and cultural influences. It is important for the trainers as well as trainees to think holistically. The respondents were of the view that thinking holistically is the demand of not only the present but also the future media scenario. It is imperative for media professionals to think sensitively which could be vital to limit sensationalism. Interdisciplinary approach in media could act as a good training ground for the future content creators. 10 respondents were of the view that there is currently less scope of interdisciplinarity in India as rarely universities provide programs that are cross discipline.

Where do we need interdisciplinarity in media education?

This section analyses the most popular disciplines as mentioned by respondents:

Political Science Studies

Media formulates public agenda through the content. There have

been events of misinformation and disinformation. Inclusivity as an issue was mentioned by 9 respondents. They all stated that linking media studies with political science could act as one of the ways to limit biased reporting. 3 respondents stressed on the need of teaching social inclusivity and governance to understand the importance of inclusive reporting.

Culture Studies

Globalization while opening borders has paved way to cross cultural communication and at the same time, the world has often witnessed instances of cultural imperialism. According to the respondents, a cultural studies aspect added to media would encourage relativism and lead to inclusivity in the society. They said, social inclusion while reporting is essential to limit biasness and that cultural as well as political studies along with media should be encouraged for a just society. There were three respondents who stressed on the importance of ethnographic studies as a part of media curriculum. One of them said, "Ethnography, while closely detailing a researcher's field experience, also helps in exploring the context of media." (Personal interview, 2022) All respondents stated that cultural studies could help students to look at media reportage contextually while also reconsidering familiar socio-political and economic structures.

Sociology

Sociology is encouraged as a cross disciplinary field to understand and relate to various sections, norms, values, and relationships within a society. In relation to media, this understanding helps in analyzing audience behavior, supporting participatory approach to media communication. 2 respondents were also of the view that all kinds of disciplines are related to society and that to understand audience behavior, it is advisable to first have some perspectives on human behavior.

Economics

Respondents were of the view that economics would help students in not only understanding effects of the market forces but also encourage them to explore the field of media entrepreneurship while imparting problem solving, creative and critical thinking skills.

Rethinking Media Studies

Respondents stated that this could be achieved by designing the curriculum in a manner that opens options for students to take up cross disciplinary courses from other departments in the university as well as outside it. They further added that as students are exposed to media from an early age these days, it would be much relevant to introduce a foundational course on media studies in the school itself. Further, admitting students from various economic and cultural backgrounds in the universities would provide them an enriching experience. They also stated that along with students exchange programme, a faculty exchange initiative is important. Recruitment of faculty not only from various corners of the country but also from other nations would be value addition to the higher education experience.

Conclusion

Human survival is affected by several factors. Media acts like an essential force in any kind of society. It is essential to understand media from behavioral aspect. Behavioral science emphasizes that a researcher should be partly economist, psychologist, and sociologist to understand behaviors in a comprehensive manner. Like, we understand that Media does not exist in isolation, we should comprehend media studies in a similar manner. Hence, multidisciplinary approach in media studies is sine quo non.

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Prospects of Media (Literacy) Education in India: A Study

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ABSTRACT

In this paper, we've tried to explore the scenario of media, similarly emphasizing the status, challenges and prospects of media education in India. We stress the media education scenario by understanding media literacy. We try and give an impetus to the course content of media and communication programs running in various educational institutions within the country. We conclude it with some suggestions and recommendations on media education in developing countries like India. This paper attempts to look at what media education is and the way it functions in It concludes that endless reform is required for media education in India to reach a more satisfactory level.

Keywords: *Media education, media literacy, media studies, media scenario, developing countries.*

Introduction

While the importance of a replacement paradigm of media education is widely known for the event of democracy within the twenty first century world of convergence world media, the dearth of progression in media education at intervals Republic of India. Asian nation found and searching towards the indispensable would like of control media education in India.

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it's ironic that because the leading business person of media product within the world, the us is much behind alternative communicative countries, like Australia, Canada, and also the UK in each facet of formal media education (Kubey, 2004). Portuguese (2004) even lamented that the US is a third-world country during this very important area of media education. Kubey (1998, 2003) explored the explanations for the lag in media education within the US from cultural, economical, historical, and political views. He detected four obstacles to the event of media education: earth science, cultural diversity, lack of catalyst, and totally different theoretical paradigms. First, the earth science of the, with fifty states comprising of concerning three.6 million sq. miles, has inevitably LED to a good isolation of media education, particularly once every state has its own academic authority. The dearth of proximity and interaction among the lecturers of media education in numerous states has LED to the creation of non-profit media education support associations, e.g., the middle for Media acquisition and also the Center for Media Education, that square measure established outside of the academic system (Considine, 1990). Second, as a school of thought society, it's harder for the us, compared to alternative communicative countries, to succeed in a agreement on the problems relating to media education.

Media Literacy

Media attainment is also outlined because the ability to decrypt media messages, assess the influence of these messages on thoughts, feelings and behavior, and build media thoughtfully and carefully. Within the current age of the twenty first century, attainment effectively suggests that media attainment. We have a tendency to reside in an exceedingly world of powerful twenty four x7 media. TV and Radio channels broadcast around the clock to cater to the strain of the complete world. To boot, throughout the last 10 years, the youngsters and youth have drastically enhanced the time that they're payment with media. Consistent with a recent survey, kids between the ages of eight and eighteen currently pay over seven-member hours daily with recreation media outside of faculty. Media attainment expands the conception of attainment, as today's messages are available

several forms and attainment will now not refer merely to the flexibility to scan and write. It offers an answer to public health problems, like body image problems and substance use, that area unit created worse by adverse media messages. several of those messages cause health problems like blubber, bullying and aggression, low vanity, depression, negative body image, risky sexual behavior and habit, among alternative issues. Media attainment education, that teaches students to use crucial thinking to media messages and to use media to make their own messages, is crucial twenty first century ability. Media attainment is crucial to the health and well-being of youngsters, furthermore on their future participation within the civic and economic lifetime of our democracy. It consists of Digital attainment it needs fluency in technical matters besides creating wise choices regarding what we have a tendency to do and encounters on-line, recognizing the result of networked technology on our behavior and perceptions, furthermore as having the ability to make and effectively communicate exploitation digital media tools.

Information Literacy- This ability is needed if we wish to survive in today's modern era. Those that area unit data literate shrewdness to seek out the specified data, valuate its quality and to use relevant data to resolve issues or build choices. It suggests that shifting the required data from the flood of data on the market from numerous sources.

News Literacy- This helps U.S.A. to tell apart between actual news and opinion, propaganda, advertisements and stories. Then we are able to prepare news accurately, fairly and responsibly while not being biased or resorting to sensationalism.

Visual Literacy- pictures area unit the first supply to our data as a result of they're powerful. This standing of technology permits nearly everybody to make and share visual media like images, videos, etc. If we have a tendency to area unit visually literate, we are able to notice visual media like images, videos, drawings, illustrations, diagrams, maps, advertisements etc. we are able to additionally interpret, evaluate, use and build these visual media.

Digital Citizenship- Powerful new technologies connect students to the digital world in each positive and negative ways in which. Safe and accountable technology usage norms area unit what

digital citizenship is regarding.

Objectives of the Study

- To analyze the prospects of Media education in India.
- To know the media literacy possessed by Indians.

Methodology

Analytical method has been used for this study. In this method, the facts obtained from secondary sources have been analyzed and interpreted.

Sources of Data

The present study is based on secondary data.

Review of Literature

Status of Media Education in India

Media Education situation in India

The Pre-Independence Era was dominated by strictly medium journalism in Bharat. Gradually, electronic and new media began to capture the market. This signals the decline of some varieties of media. Coaching and education regarding media slowly however steady became the necessity of the hour. Mass communication and journalism education area unit believed to be new consequences of this new epoch of communication and globalization.

Dr. Mahesh Chandra Guru commented, "In India, about 45,000 newspapers, journals, and periodicals area unit currently brought get in one hundred and five languages and dialects. There are the unit over 4,000 daily newspapers and magazines. India additionally produces the most important range of feature films and newsreels within the world. All India Radio is understood because the largest radio network within the world. It runs 195 radio stations (including 183 full-edged stations) and has 302 transmitters (144 MW, 55 SW, and 103 FM channels). All Bharat Radio covers ninetieth of the geographic area and ninety seven.3% of the country's world. Doordarshan, state supported tv, has fully grown over the years as a promising broadcasting network.

It's eighty three HPTs, 600 LPTs, 19 VLPTs, and eighteen Transposes. Doordarshan covers seventy two of the geographical areas and eighty seven of the country's worlds. India has become a world leader in computer code business. Bharat has additionally become one among the few advanced countries within the "field of satellite communication. India has additionally achieved tremendous progress within the "field of telecommunication. The media business in India has fully grown hugely and attained international appreciation" (Guru & Veena, 2005).

This demonstrates that thousands and thousands of individuals' area unit concerned within the "field of media business, and human resources divisions would like well-trained media personalities to the programming needs of the ever-increasing media business. Attributable to this would like a decent range of public and personal establishments have incorporated numerous media academic programmers in their curricula. Before describing the media education situation in India, the authors would love to clarify that in India media education includes the educational programs on mass communication, communication studies, journalism, advertising, publicity, etc.

Geographical region University are often given credit for giving the terribly "first journalism course in India. On the opposite hand, Anne Besant is one among the pioneers during this field to provide media courses Associate in nursing identity as a tutorial discipline. Mass communication was properly recognized as a tutorial discipline in India within the late '70s. Before that, it absolutely was recognized as a far off subject. The previous Dean of province University, Prof. Partha Chatterjee, has mentioned in his book on mass communication that earlier it absolutely was thought of infidelity to the state. He writes, "After completion of my study on mass communication within the East West Centre of Hawaii University, I came back to India and tried to start out a mass communication centre in metropolis. With the inspiration of the good communications Dr. Wilbur Schramm and with the cooperation of Dr Manmohan Desai, the then-Director of Indian Institute of Mass Communication, initiated to establish a mass communication study centre in Calcutta in the year 1975. The main objective of the centre was to pursue some research on the scenario of mass communication in eastern

India. But the journalists were not familiar with the word 'mass communication' at that time. The emergency was started. A few journalists went to the government and government officials, complained against me and said that mass communication practice is foreign-blessed activity and against the greater interest of the nation Police tried to harass the management of the institute and finally they asked me to close down the institute." (Chatterjee, 2008). At that time, there were many institutions that ran various courses on journalism in India.

The Indian Institute of Mass Communication (IIMC) was established at New Delhi in 1965 with the support of UNESCO to start media and communication education in the country. After this landmark event, the number of educational institutions providing journalism education has grown very fast in India. Further, there has been a gradual change from professional to academic oriented and Western pattern to Indianised system in the curriculum of mass communication. Presently, more than 300 journalism and mass communication departments in various Indian universities are engaged in providing post-graduate diploma, degree, M Phil, doctoral and post doctoral programs. In addition, over 1500 institutions are offering diploma and certificate programs in various branches of journalism and mass communication. During the last 15 years, colleges have started offering undergraduate courses in this field which are skill based. At present, over 20,000 students pass out from these universities and institutions every year with specializations in print media, electronic and new media, public relations, advertising, film, media management, media law and ethics, etc.

Thus, journalism and mass communication education has become an important field of professional education. It incorporates appropriate training of journalists (including broadcasters and social communicators), duly integrated with national development objectives incorporating social orientation.

Media and Journalism Studies

Media or journalism studies are a discipline and field of study that deals with the content, history and effects of various media, particularly, the mass media. It draws on traditions from both

the social sciences and humanities but mostly from core disciplines of mass communication.

Researchers also develop and employ theories and methods from disciplines including cultural studies, rhetoric, philosophy, literary theory, psychology, political science, economics, sociology, anthropology, film theory, feminist theory, information theory, art history and criticism, etc.

Study of Media and Journalism across the World

The media studies as an MA program was first studied in the US where John Culkin introduced it at the New School in 1975 for the first time. Since then, it has been studied across the globe at wide scale. Introduction of media and journalism studies in important countries is described below:

India

Media studies may be a quick growing educational field in Bharat, with many dedicated departments and analysis institutes. With a read of constructing the most effective use of communication facilities for data, Publicity and development, the govt. of India in 1962-63 sought-after the recommendation of the Ford Foundation/ United Nations Educational Scientific and Cultural Organization team of internationally better-known mass communication specialists World Health Organization counseled the putting in of a national institute for coaching, teaching and analysis in mass communication. Pakistani monetary unit University was the primary university to begin Master of Science in Electronic Media programs.

United Kingdom

Media studies developed in Nineteen Sixties from the tutorial study of English and from literary criticism additional broadly speaking, in 1966, the centre for mass communication analysis was based at Leicester University. James Halloran, at Leicester University is attributable with a lot of influence within the development of media and communication studies.

Australia

'Media and journalism studies' is taken as a broad subject in most states in Australia, with the State of Victoria being world leaders in program development. It had been initially developed as a region of study in Victorian Universities within the early Nineteen Sixties. Today, the majority of Australian Universities teach media studies. In step with the govt of Australia's 'Excellence in analysis for Australia' report, the leading universities within the country for media studies are Monash University, University of Melbourne, University of Queensland and UT's.

Canada

Media studies and communication studies are incorporated within the same department and canopy a large variety of approaches from crucial theory of organizations to analysis, creation and economic science in North American country. Over time analysis developed to use theories and strategies from cultural studies, philosophy; economic science, gender and race theory, management, rhetoric, film theory, social science associated social science Harold Innis and writer are notable Canadian scholars for his or her contribution to the sector of media ecology and economic science in twentieth century. They were each vital members of the Toronto College of communication at that point. Journalism specific programs or faculties were created at Carleton University and also the University of Western Ontario in 1945 and 1946 severally. The primary communication programs in North American country were started at Ryerson and Concordia Universities in 1950.

McLuhan's view of Media and Journalism Studies

Media intellectual writer through his book 'Understanding Media, the Extensions of Man' has advised that 'the medium is that the message' which all human artefacts and technologies are media. He, together with his book introduced the usage of terms like media into our language at the side of different percepts like 'Global Village' and 'Age of Information' a medium is something that mediates our interaction with the globe or different humans. Given this attitude, media study isn't restricted to merely media of communications however all kinds of technology. Media and also their users type associate scheme and the study of this scheme

is thought as media ecology. Writer elaborates regarding media being hot or cold and touches on the principle that distinguishes them from each other. A hot medium like radio or show extends one sense in high definition High definition suggests that the state of being well files with information. A cool medium like phone or TV is taken into account low definition as a result of a little quantity of data of knowledge of data information is given and must be stuffed in hot media are low in participation as a result of its giving most of the knowledge and it's exclusive. Cool media is high in participation as a result of it offers data however one must fill within the blanks and it's inclusive.

Results and Findings

Challenges Ahead

Justice K. K. Mathew, Head, Second Press Commission, opined that sound Mass Communication and Journalism coaching in English and regional languages area unit essential so as to smartly develop media systems, professionals, and activities. Media education has created tremendous progress within the past decade, however vital challenges still lay ahead. The existence of media education appears to be perpetually vulnerable. This area unit a number of the most challenges faced:

Academic

Mass Communication and Journalism education (popularly called media education) may be a multi-faceted, inter-disciplinary "field and a flexible profession, requiring planned, deliberate, and specialized coaching in English and alternative Indian regional languages. The curricula of the media courses area unit terribly advanced in nature, dynamical oft with the speedy growth of the new media technologies and communication systems. When observant the curricula of media courses of various states, it's seen that the course contents area unit significantly ancient and want upgrading over time. Whereas the University Grants Commission will have a info, they are doing not have any commonplace tips for media education. a really few establishments treat it as skilled competency. together with the topics of media education (mentioned earlier), the new technologies area unit lined solely by teaching philosophical and historical components

rather than giving sufficient sensible relevant parts and inputs while not that graduates have found it tough to navigate the advanced age of media. the aim of Mass Communication education is over simply understanding theory and practice; communication ability development and communicators' capability building area unit essential, too. Students don't typically get opportunities to achieve familiarity with various media systems and operations. They are doing not in person perceive the media atmosphere (along with social, economic, political, and cultural desires and aspirations) because of lack of frequent interactions. The scholars aren't enabled to accumulate sensible skills and operational competency on regular basis throughout their study amount. !e commonplace of teaching, research, extension, and publication activities isn't sporadically assessed so as to create necessary changes and enhancements.

Human Resources

Many pre- and in-service academics want specific coaching, and supporting resources, before they're going to undertake media education, but, for the foremost half, this coaching and support isn't obtainable. The parent organizations cannot give sufficient fund to enhance the skilled skills and competency of the academics. It's vital that during this age of rising of the communication technologies, academics should become familiar with new media and technologies. It should hamper students in developing their skilled skills if they're schooled recent printing technologies rather than fashionable ones, for example. However fellowships, scholarships, and alternative facilities aren't extended to the college members adequately so as to confirm advanced studies, research, and skilled growth.

In fact, the tendency of the many academics is to render their service in their several departments with very little need to develop the skilled skills. Maybe as a result of ego issues, they assume that their information is enough and don't upgrade their information therewith of the new world and these factors could contribute to a general temperament on the part of academics to "go the additional mile" for added skilled development. There may be a sizeable range of mass communication and journalism departments within the country that area unit managed by only

1 or 2 academics and number of part-timers. This is so a pathetic state of affairs with relevance Mass Communication teaching in Republic of India. Non-public management has taken the academics as a right. They're not inspired by non-public management to accumulate specialized information and skill. Those that area unit qualified and competent aren't inspired with even handed pay, allowances, promotions, and alternative advantages. Thus, a scarcity of qualified and competent academics generally hampers the speed of media education.

Administrative

Media departments want well-equipped audio-visual laboratories, pc labs, photo labs, electrical circuit televisions, net facilities, division libraries, and allied facilities. Media education uses instrumentality that's pricy to shop for and maintain. Ancient universities don't need to expend cash to make these varieties of laboratories. Several Indian universities area unit reluctant to unharnessed a even bit to publish laboratory journals. Departments don't get the most recent books and journals because of "financial constraints. Funding for skilled development and for resources to support schoolroom activity is scarce. !e main lacuna within the media education situation in countries like Republic of India is that the authorities don't need to simply accept media education as Associate in Nursing rising, with-it field. They believe that ancient courses area unit sufficient. After they think about the demand for media education alone, they launch a course while not developing the correct infrastructure. several funds area unit created obtainable to medical, engineering, management, and alternative skilled courses in universities and personal establishments, whereas sadly Mass Communication and Journalism departments area unit left trying to find funds.

The most crucial weakness in our current media education is that the lack of regionally relevant textbooks, skilled journals, and advanced reading materials especially in Indian languages. Specialists and academics within the media profession aren't inspired to contribute during this regard. Publishers conjointly show less interest in manufacturing books in Associate in Nursing

Indian context chiefly because of promoting and sales limitations. The govt., UGC, universities, and commercial enterprise homes haven't step to the fore to bridge this gap.

Some Additional Challenges and Recommendations

For the sake of development of the media trade, it's greatly necessary that students and professionals ought to get correct media education and coaching. With the assistance of the govt., a change a metamorphosis within the common perception will change this state of affairs. The expectations of the media trade don't seem to be properly understood by policy manufacturers and educationists. What's the requirement of the media industry? however ought to we have a tendency to train individuals and extend resources to the media? Society needs facilitating need-based coaching and creating students worthy communicators. Faculty member Dua, a celebrated scholar in media education, opines, "In reality eminent media persons ought to offer constant recommendation on change the course content. The courses all told languages might be split into 2 general areas: (i) core, and (ii) general or nonobligatory. The core courses ought to include: (a) subject orientation, (b) inter-disciplinary background, (c) theoretical analysis and "eld surveys, (d) basic and applied skills all told spheres of media: print, and broadcasting, together with TV and video, promotional material and advertising, (e) obligatory media internships and production of skilled assignments to be judged by senior media executives." To standardize the course curricula, contents of coaching, and quality of analysis in media education, we'd like 'a regulative body known as Indian Council for Journalism / Mass Communication Education, analysis and coaching on the lines of Indian Council of Medical Education, Bar Council of Asian country, or Institute of chartered Accountants'" (Padhy, 2009). This is often necessary for observance job opportunities and additionally collaborating with advanced journalism communication bodies abroad.

Conclusion

"Freedom of speech and expression" isn't solely completely given within the constitution of Asian country, however conjointly revered as in the other well-known freelance region. Actually,

there square measure few well-defined restrictions or laws in Asian country that limit media freedom. Throughout recent decades, whereas experiencing differing types of political and economical constraints in addition as ups and downs, exceptional development within the media sector has been witnessed in Asian country. Not solely in electronic media however conjointly in print and new media, An entrenched structural amendment for reaching the inaccessible a part of the country has been discerned. Such a lot of diversion and news channels, wide circulated newspapers, sincere feedback cinema, and recently revitalized radio have imbued the media state of affairs with a different favor. Foreign Direct Investment opened the approach for having turnover in media sector over Rs. four hundred billion. Currently it won't be untrue to mention that media may be a scoop for investment. Here may be a vast stress on media jobs everywhere the planet, and Asian country is not any exception (Vasanti, n.d.).

On the opposite hand, a single-ownership media monopoly may be common phenomena in Asian country and similar countries. There square measure roughly thirteen rising transnational media teams within the country. They're within the news, diversion, distribution, and network business. They hold the possession of print and electronic media at the same time while not having freelance watching or regulation system. There's no national media policy intrinsically. Yes, some tips square measure there: for instance, the Cable TV (Control) Act (for regulation concerning 51,000 tiny and huge Cable TV operators), "Im censorship, etc., whereas TV doesn't have any laws, just a few tips. The Press Council of Asian country may be a toothless government-nominated body for remedial choices. Overall, it can be aforementioned that there square measure hardly any active media policies, either to standardize or to endorse media development over time. In fact, policies are in reactive mode. Mass media connection with diversion, advertising, and promoting typically shows the form of economy, demographics, technological development, and lifestyles in our society. The journalism square measure generally favored by up to date political power and economic transition. The conglomeration amid diversion, advertising, and promoting sustains and shapes mass media,

which can continue as an unending method. Factors like the speed of employment, infrastructure development, population, and the end therefore the end conjointly the economic standing of the individuals verify the mass media state of affairs not solely of Asian country however also of the planet. It's tried that the longer term generation of media professionals is needed to be equipped with over medium-specific skills. They have to possess information to know the communication processes within the broader socio-political and economic perspective and there are strong prospects of Media education in India.

Summary

Media is that the backbone of a society. It's not the least bit potential to imagine a society while not media. We have a tendency to start this analysis with an endeavor to debate the construct of media skill together with its completely different completely different classes supported different criteria. After that, we have a tendency to examined the requirement of media education furthermore because the abstract variations between media education and media skill. Understanding each ideas, it may be aforesaid that media skill is that the outcome of the media education. Then we have a tendency to try to list the pitfalls of media education in our society. Although media education is associate degree ancient construct, many of us still don't have correct awareness reading this issue. Therefore media education is fighting for its own existence even during this fashionable age. Then we have a tendency to center the fashionable media education scene in Asian country. There we have a tendency to try to point the foremost specialized square measure as that are coated in media education by most of the establishments in Asian country. There we have a tendency to centered on the task opportunities per the topic and highlighted the names of establishments those square measure providing the courses. Subsequently, we have a tendency to create a modest effort to look at completely different media education establishments and their academic practices. Some challenges and suggestions are created to beat varied issues in media education world. At the end, we've got found out the subtle notion that it's time for media education and coaching to be taken terribly seriously and

in a very correct manner. There ought to have a coordination not solely among the media establishments however conjointly in curricula throughout the planet in order that one person, once trained in a very explicit establishment, may be eligible to figure in any a part of the planet. This present issue is extremely delicate and vital. It desires spontaneous, continuous, and cooperative analysis covering each facet also media literacy possessed by Indians.

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Effectiveness and Feasibility of Digital Media in Media Studies: A Case Study of East and West

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ABSTRACT

The rise of digital media during the last decade has shown profound changes in all dimensions of life. During the Covid 19 pandemic, the world witnessed a sea change and education is no exception. The whole education system would have collapsed if not for digital media. Digital media which once was perceived as a privilege and an option for some has now become an imperative for all as far as education is concerned. Indian Actor Abhishek Bachchan's Idea (a mobile network operator company) advertisement about kids taking online classes through phone in the year 2008 which looked like a farfetched dream at one point in time has now become a reality. Digital media has evolved gradually with up gradation in new technologies. The whole education system is not only relying but becoming dependent on it as it is capable of imparting education through various visual and textual aids which facilitates and makes it feasible to educate the masses. It is not only being implemented at the governmental level but in private institutions as well. It is obligatory now for the educational institutions in many countries to create digital content and conduct classes as well through online mode. Due to easy accessibility and the ability to converge irrespective of the location one is in, it has become the most popular medium not only among students but teachers as well. From learning the most complex knowledge or equipping one with new skills, for media literacy or building a professional network; digital media is being used far and wide. Media education encompasses all mediums

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of mass communication and all forms of mass media including the new media. Reflection on the possible effects of communication media is also included in media education. This study aims to investigate the practicality and effectiveness of digital media tools and platforms in imparting knowledge about forms of mass media equipping media students with new skills and hands-on practice and providing exposure to new technologies. Media here is the subject and object of education. In conclusion, the paper validates that digital media has drastically altered the education system as a whole with contrasting beliefs on whether it is media education can be provided through online mode effectively and provide comprehensive knowledge about the subject or a hybrid model should be adopted with digital media complementary platform.

Keywords: *Digital media, media education, feasibility, acceptability, student participation, online education, social media.*

What is Media Education?

According to the UNESCO media education means all the media of communication which includes the printed word and graphics, sound, still image as well as motion picture, presented on any kind of technology which enables one to gain an understanding of the media used in their society and the way they operate and to acquire skills using these media to communicate with others also ensures that people learn how to critically analyze media constructed and produced texts; identify the sources of such texts, their political, social, commercial or cultural interests, interpret and comprehend the messages and values created by the media; select appropriate media for communicating their own messages or stories and for reaching their intended audience. (Fedorov, 2008)

UNESCO's Emphasis on Media Education

According to UNESCO Media and information literacy is central to the freedom of expression and information as it will enable the citizens to understand the role and functions of media to critically analyze their content without unconsciously consuming what is offered to them and to make conscious choices.

Empowering people through media and information literacy is an important precondition for promoting equal access to

information and promoting free, independent, and pluralistic media and information systems.

For the vision to create information literate societies especially after the Covid 19 pandemic, Media and Information Literacy has become even more critical than ever before due to the overdependence and reliance on digital tools.

For cultural-educational development and building a democratic society, media education is imperative in the 21st century

History of Media Education

According to Denis Mc Quail, it took many years for media education to become a profession due to the absence of a fixed disciplinary base leading to gradual progress (Kafle, 2008).

The beginnings (the 1920s-1940s)

The first pioneer of Media Education in Europe was France with the cinema club movement emerging in Paris in the 1920s. the Movement for "Cinema and Youth was started in 1936 by the French League of Education. Nazi occupation disrupted the development of media education in France but after 1945 it got boosted again. Media education in Great Britain started ten years ago with film education and then spread to press, radio, television, video, advertisement, Internet. Media education was developing In the 1930s in Britain. 1920s set the beginning of Media education which was suppressed by Stalin's restraints but got back again in the 1950s-1960s in secondary schools, universities.

The "aesthetics approach" in the 1950s-1960s

Courses of audiovisual education were first taught in 1952 for teachers in France. The French "new wave" influenced the growth of audiovisual education at the beginning of the 1960s and film education courses were taught in 23 universities. media studies courses were taught in school in the mid-1960s. the Concept of "screen education" first came into existence in Britain in the 1950s but got internationally recognized at the beginning of the 1960s. M. McLuhan influenced the growth of media education in Britain. Screen education was being taught at English schools. Although a handful of colleges in England and Wales offered screen education courses. Till the 1950s Mass media education

was in its nascent stage in America. Screen Education courses were first taught in secondary schools. McLuhan created a media culture in the 1950s in Canada. media education through the press in the late 1930s was promoted by Ohio University in 1911. by the mid- 1960s courses on radio and television were taught in around 200 colleges.

In the 1960s media education was centered on film education which focused on technology e.g., skills to use video equipment and not media culture. and the first Association for Screen Education was also organized. media education was focused more on aesthetics in The 1960s in USA and Russia as well.

Transition from Press and Film - to Media (the 1970s - 1980s)

H.Lasswel and M.McLuhan have been extremely influential in promoting media education across the world. UNESCO has been prominent in media and ICT education. The Institute of Training for Film Culture Development was established in 1975. In 1976 media education was recognized at the school level and became a part of the curriculum. In 1983 in Paris the Center of Contact Between Education and Media was established with an aim to integrate mass media into the process of education. Film education courses were introduced at the school level in the 1970s to 80s in the UK. In Canada, Media education lacked state support in the 1970s

In U.S. Television overtook cinema in the 1970s and film education got converted to media education which included press, TV, cinema, radio. Research institutions came up in the 1980s.

Second transition during the 1990s to 2000s

Media education in France was integrated with History, Geography, and other school subjects, with optional courses on media culture as well. courses on television, journalism, and film are taught at lyceums and universities. ICT programs for rural areas have also been created since the 1990s. The Primary Focus is on creating a democratic society through education. The UK Media Education Center was created in 1996 led by professor A.Hart by University Southampton to promote research at the national and international level. In 1998 BFI created Film Education Working Group to promote research related to media

and education issues. Media education was integrated with Arts, Geography, and Social Sciences in Germany. Media culture is taught in all major universities. Research efforts are promoted with various research institutes, such as the National Institute of Film in Science. Canada is a pioneer in the media education field. Media and ICT courses are offered in almost all Canadian universities. Media education became compulsory In 1999 at the school level. Media studies are provided in the school curricula of all Australian states and are merged with a subject like 'The English Language', 'Arts', 'Technology', etc. Since the 1960s Media courses on journalism, Film, Art, Cultural Studies were being taught at all American universities and colleges. By the 1990s the courses on film and television were being taught at almost a thousand universities. Media education was used as a model to guard the audience from harmful media effects.

Media Education in Russia came in full swing in the 1990s. The First Russian Cinema Lyceum came into existence in May 1991. Hungary has made Media Education mandatory. Although Media Education is being taught in almost all major countries however yet is not proportionately in all Asian, European, and African countries.(Fedorov, 2008)

Impact of Digital Media on Education

Digital Media is one that can be produced, viewed, modified, altered, communicated, conserved on digital electronics devise which include software, digital videos, images, web pages, databases, digital audio, and Ebooks. (Das, 2020)

Over the last ten years, the world has seen radical changes in the socio-cultural environment and digital media is the catalyst to have brought these changes. Digital media has become ubiquitous as its presence can be seen in all areas of life.

Canadian philosopher Marshall McLuhan conceived the phrase "the medium is the message" in the 1960s and brought attention to the world the impact of new media. According to him more than the content, it was emerging technologies and different media which had to be given attention. According to him, media were the new extensions of man, because by accepting new technology one has to adapt to them or even serve them and the same goes for digital media.

Media influences our thought process drives the imagination by creating a virtual world and so they not only have effects on an individual but society as a whole and how we interact in society. According to Marshall McLuhan, it not only influences the ideas and views but shapes an individual perception which leads to a change in the behaviour.

One needs to adapt to the fast network and multimedia communication that is interactive and features the dominance of images. This kind of dynamic communication brings both positive and negative changes in cognitive abilities and consequent influence on education as well. (Galik, 2005)

Media studies in a state of metamorphosis

Media education is a vast term and a very wide interdisciplinary subject and an evolving profession still trying to get a foothold in various parts of the world.

There has been a lot of deliberation in Academia on media studies as a discipline and on what all does it entail to provide a holistic and comprehensive approach to teaching media studies covering all aspects of it and giving due weightage to all.

Unlike other established professions media is an ever-evolving profession due to the introduction of emerging exponential technologies leading to fluctuating state of media as an industry.

The Basic structure of Media education has been debated for a long in fact since its inception as it is the amalgamation of various different subjects such as print, broadcast, electronic, advertising, public relations, and cinema. (Dickson, 1999)

As per the 2021 annual report of the Reuters Institute, on the basis of the global survey, it has been observed that the reliance on smart phones, WhatsApp, Facebook, and other social media platforms for accessing news has increased. It has also been predicted that in the year 2022 many traditional news organizations will look for digital transformation due to rising newsprint costs and other related factors. So the industry seems to have completely shifted to digital media.

The rising number of OTT platforms also indicates that digital media is a preferred choice amongst the audience in comparison to the traditional mass media for entertainment.

Although even before the pandemic the reliance on digital media was increasing now the dependency on digital media has increased. After the pandemic in this information age, it is even more important for the students to get accustomed to this new media. Getting educated on digital media

Media education where the focus is on giving hands-on skills and knowledge so how can they be left behind and digital reliance is there now by govt and in private institutions too

Research Questions

- How feasible is digital media in imparting knowledge about media studies?
- How effective is digital media in imparting knowledge about media education?
- What impact does it have on young minds?
- How media literacy can be developed among media students through digital media?
- What is the attitude and perception of the faculty members towards an online mode of education for media studies?
- What is the attitude and perception of the student towards online education related to media studies?

Objectives of Study

- To analyze the relevance of online media in providing comprehensive knowledge about media studies as a discipline and further growth of the profession.
- To understand the viability of media education in online mode as an option after the drawn-out crisis of the pandemic.
- To analyze the impact of online media education on students' placements and professional growth.
- To analyze the challenges that online media education poses to the education of young people.
- To understand the impact of social media on the relationship between students and educators.

Research Method

The case study method has been adopted to conduct the research. Two leading private institutions of east and west have been selected to carry out the research. Amity Directorate of Distance and Online Education located in India and Thomson Foundation from United Kingdom have been chosen for the study as both the institutions have been running media studies courses for many years on the online mode and can help provide fair account of current state on online education in media education. Research was conducted with the following parameters in consideration.

- No of courses
- Average enrolment
- Fees variability
- Average duration

Amity Directorate of Distance and Online Education

Amity University is the leading private university of Asia located in India, internationally accredited with twenty-five years of establishment operating in 135 countries. Amity adopted a proactive approach and with a vision to prepare students for the digital age amity started offering online courses in the year 2010. As far as media studies discipline is concerned, it offers “Masters in Journalism and Mass Communication”, “Bachelor of Arts Journalism and Mass Communication”, and “Diploma in Advertising and Brand Management”.

The duration of the course is between two to three years.

The courses are approved by UGC. UGC is a statutory body of the Government of India which was established in 1956 through an Act of Parliament for the coordination, determination, and maintenance of standards of university education in India.

The University not only provides live interactive sessions but offers an LMS-enabled platform for education. A learning management system is basically a web-based application that facilitates the student to learn anywhere anytime irrespective of time and geographical constraints.

It helps to offer a variety of content and students which can be accessed by the students at their convenience. It is not just

restricted to providing textbook-centric education but provides a platform where a variety of content such as info graphics, audios, videos, visual aids can be offered which caters to the specific needs of a variety of students.

Due to the ability to converge, it enables the students to access the content at multiple platforms at the same time.

It offers an online library that enables to access books and other materials with the flexibility of time.

To keep pace with industry trends and create updated content as per the latest developments in academia and technologies, LMS facilitates the instructors to modify the content as per the requirements.

It makes it easier for the trainers or instructors to post assignments, scores, and study modules and do documentation and for the students to access them.

Mass media is a subject that entails building a dynamic personality of the student for which institutions hold various events and with the help of LMS, all the events can be conducted virtually.

With its dynamic and flexible approach, it gets easier to communicate internally with co-teachers, students and parents as well.

Tracking and reporting of the programs get easier.

From the point of view of the institution, it reduces infrastructural costs and time as well.

Academic and technical student support is also provided throughout. The university has audio-visual study materials, physical and virtual library, and conducts regular Webinars, live and recorded sessions, and one on one virtual sessions designed and delivered by six thousand plus eminent corporate and industry experts and faculties.

Courses not only cater to the students but working professionals too who wish to enhance their qualification along with the job. University also offers regular virtual job fairs.

More than 2000 students have enrolled so far.

Students have been reported to find a huge difference in education as compared to the traditional model of education. Overall

student's response is good but some have reported the online medium to be unsatisfactory due to some common issues like Technical glitches hampering the flow of education, lack of eye contact, and lack of social interaction and personal touch.

Teachers are properly equipped with specialized training provided by the university to teach on the online platform. Teachers and students both agreed about the efficacy of the training of the practical aspects but also stated that offline medium could have given better exposure. The university is getting a good no of admissions every year indicating that the courses are being received well by the students creating a value addition in their lives and providing comprehensive knowledge about mass media and related fields indicating a welcoming approach from the students. The university has conducted 10 batches so far and is successfully running the eleventh batch.

Thomson Foundation

Thomson Foundation is an organisation established sixty years ago with a mission to raise standards of journalism through training consultancy and strategic advice. It is located in the United Kingdom and is working in partnership with international not-for-profit organization Thomson Media.

As per the website of the organisation, the foundation offers various e-learning courses under Journalism Now, a global platform to offer lifelong courses to journalists and communication professionals across the globe. The courses are accredited by continuing professional development.

Digital courses offered by the organisation are designed and conducted by industry experts offered to update knowledge and skills related to advancement in digital and multimedia technologies. The platform gives an opportunity to students to get mentored and trained by eminent journalists thereby providing a distinct for platform for sharing knowledge.

The general duration of the courses is from 4 to 6 CPD hours

The list of courses that the institute offers is as follows:

“Reporting on Covid 19: content”

“The Guide to podcasting: prepping the big idea”

“The art of storytelling”

“Audience research methods and techniques”

“Ethical journalist toolkit”

“Data journalism”

“Social media newsgathering”

“Copyright: how to protect it, how not to breach it”

“Advanced photo ethics”

“Building trust and reputation”

“Mobile journalism”

“Business of journalism” which has two categories one is free to course a little light in nature with 4 hours of CPD and a paid advanced course of 11 hours CPD duration

“Environment journalism”

The foundation also offers online courses under the Open Media Hub program on reporting, migration, audience engagement, media management, production techniques, camerawork, editing, and covering the EU. Most of the courses are offered free of cost.

The 2020 annual report of the institution states that even during the pandemic the Foundation with its partner organisation Thomson Media helped the journalists to continue the work and cover stories responsibly and safely and accurately. As per the annual report, the organization has provided online training modules in fourteen languages with localised content. The organisation also conducted intensive mentoring programmes for 59 independent media outlets from six countries to help make their business survive.

The report claims the organisation to be at the cutting edge of digital training by creating interactive multimedia programmes which were viewed by countries of restricted bandwidth as well.

The interactive and engaging courses offered by the institution focus on bringing more professionalism and industry knowledge and are delivered by leading figures in the world of journalism.

Research Findings and Conclusion

The analysis of the two current case studies shows that faculty members have a positive attitude towards using digital platforms for teaching media studies and considers them to be promising with good future prospects.

The study also affirms that infrastructural constraints do not exist anymore in either Developed or developing countries related to online education.

The study brings to the fore that theoretical aspects of media are covered more effectively than the practical aspects in online education thereby failing to provide comprehensive knowledge about media studies as a discipline. Practical training and hands-on practice under the vigilance and supervision of a trained instructor is a must in a skill-based profession like media studies.

In fact, it is also found that the institutions aim to either provide an overview of the media industry through the courses focussing less on providing intricacies about the technical part of the subject.

Media studies is a skill-oriented profession where the pupil has to be equipped with not only knowledge about diverse aspects of media but has to have real-life experiences to overcome inhibitions related to using various devices and types of equipment used in the industry, be it camera handling or camera facing to be an anchor. Experience of working in a studio can never be substituted with knowledge about virtual studios. The study in question also suggests that virtual experience cannot be as effective and authentic as an actual experience which may impact the quality of education.

In some parts of the world media education through online mode is provided to just enhance and upgrade the skills to existing journalists and other media professionals to keep pace with the new developments in the media industry or academia. However, in some countries, the focus is on teaching core media courses in online mode.

Whether to provide specialized training focussing on niche areas only or to follow an integrated approach about media studies has always been a matter of great concern which remains even in online education.

It is also found in the study that students feel monotony and boredom due to lack of social interaction especially programs of longer duration as media studies entail a lot of activity and dynamism which is missing in online education.

Digital media definitely has profound effects on education but the man should drive the technology not the technology driving the man as reins of using a particular technology should be in one's control and for what purpose and what proportion is it supposed to be used should be at one's discretion. The aim of education is not just the development of intellectual abilities but an effective personality and holistic development of the child which can be attained not just by feeding information but by giving real-life experiences which seem to be missing in online education.

How digital media intervention is to be incorporated in media education is a matter of serious concern but everything used in the right quantity only produces the right results.

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An Insight into the Perspective of Media Education and National Education Policy 2020

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ABSTRACT

Media education has passed through many stages in its hundred year's journey in India. As the technology and content of media kept on changing, media education also kept changing itself but the scenario of media as it is today may never be the same. From the perspective of media education, this scenario is more complex and challenging than ever before. Media content and technology is being dominated by market and politics and perhaps this is the reason why words like gate keeping, editor institute and mission etc. are compelled to find their meaning. The trend of 'news as entertainment' is also increasing.

Meanwhile, the new education policy also came, which is based on making education more practical, result-oriented and inclusive. Obviously, media education cannot be seen in isolation and it can be made an important opportunity for a tangible change in it.

In the light of new communication and information trends, the new education policy can also make media education more relevant and useful, provided that the conditions, action plans and possibilities are properly and equitably assessed.

How is the media working today, what are the trends being seen in it and in the light of the new education policy, what are the challenges before media education and what should be the strategy to deal with them? These concerns and aspects have been analyzed in the present research paper.

Keywords: *Media, Education, Content, Technology, Inclusive.*

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Overview

In an ancient, diverse and developing country like India, the public still looks up to the mainstream media with hope, knowing that the corporate culture has dominated the functioning of the media and it is often giving up its missionary spirit. He wants the media to be his voice. But even the media could not escape from the changing socio-economic-cultural environment and its adverse effect on our society, institutions and education is visible. In these there is also a media education system which is unable to decide its stand and target according to the changing media scenario.

Research Method

It is an exploratory research study based primarily on observation and analysis of related data.

The aim of the scholar is to discover and determine the causes responsible for a particular situation.

Research Design and Data Collection

Along with the analysis of the aspects related to the current state of media and media education, it has been explored that what should be the aim and goal of media education in the context of the new education policy. We tried to match and synchronize current scenario and future perspectives of media education.

Primary data-Draft document of NEP, PM's speech etc.

Secondary data-Research Journal, Article, Expert remarks etc.

Today's Media

The scope of media industry in India today is very wide and it is growing very fast. India's M&E industry to hit Rs. 4 trillion by 2025 and Set to create up to 3 lakh jobs in a year.

But it is also true that today's Indian media is working in the midst of many questions, contradictions and criticisms. Fake News, Yellow Journalism, Paid News, TRP Scam, Political Pressure, Agenda setting and Favoritism etc. There are many aspects which are associated with today's media. The identity of the media

has changed. Now it seems to be more market based and at some places political. The influence and pressure of advertisers is constantly increasing. Not only this, most of the media houses also have a parallel presence on social media but there is a contradiction in their content at both the places.

Radio Journalism is dying out and news is being heard only through All India Radio. Digital media has become so widespread that it has become completely disorganized; TV journalism has been subject to criticism ever since private companies were assigned the task of broadcasting news. Now what remains is the print media, which has not suffered as much loss of credibility as other media.

Media is also not untouched by the impact of time and its impact is having on its content which is changing day by day. There are many reasons behind this change such as - competition, market, unidentified pressure, technological transformation or new target audience. This change is more visible in TV and digital as both are the media of today. As a popular medium, digital is a challenge for TV, while there is a cut throat competition between TV channels as well.

It is true that today the flow of information is more than ever but it is also true that extracting useful information from this information or relying on it is like digging a mountain. Human beings have the same hunger for information but the supply of information is more than necessary. Take your mobile where the bombardment of information and news that starts in the morning doesn't stop until you go to sleep. This is a kind of excess which can also cause harm.

The same media is now moving towards 5G, AI, robot anchoring and virtual newsrooms. Devices are getting smaller and more convenient and with it the spirit of journalism. Overnight popularity can be gained, but not credibility. Whereas for the media, credibility is the most important.

In such a situation, the question is necessary whether the next generation of journalism will be so mechanical, so narrow and so casual that news will break the boundaries of its definitions and it will be difficult to differentiate between information, news or entertainment? Such lightening of news, presentation of news

and impact of news is neither in the interest of the media, nor will it be in the interest of the public and next generation of media professionals, particularly the generation that is being or will be being created through media education or literacy.

The media has been facing public criticism since it became dependent on the market. But in spite of all the contradictions, the media must be in tune with the real need of India and Indianness.

Today's Media Education

Media education in India has recently completed a century and in the meantime a new education policy has also come, which gives a lot of hope to give new shape to media education. But this is possible only when the industry linkage of media education is ensured because today's media education will be visible in the media professionals of tomorrow.

Media education cannot be talked about by ignoring the activities of the media. The biggest challenge before media education is how to keep pace with the contemporary functioning of media and emerging trends in this field. In a way, media institutions have a dual responsibility, how to make students aware of the right, useful and futuristic aspects of media practice and how to guide the students so that the media sector can also be given a systematic, credible and people-oriented look. For this, more than books and seminars, the need is to gather practical experience through media houses. Clearly, media education will have to engage media professionals and make industry experience mandatory in the qualifications of the faculty.

A major barrier in the bridge between media and media education is the market. It is true that not only the media, media education is also falling prey to market *modus operandi* where uncomfortable practices are often resorted to for profit. This will neither benefit the media education nor the media. Because the media needs a vision, which can be seeded only from colleges and universities.

"The institutes offer media and journalism courses in India can be categorized into three major types. Firstly, the departments in universities and colleges. The second category is the stand-

alone institutes and the third category is the training institutes owned by different media houses.”¹

In all these three systems, doors have been opened for the private sector, out of which only a few names can be counted on the finger in terms of the level of media education. This is a serious question. The demand for new and young personnel is increasing in the media, so the number of students of the media has also increased accordingly. The question is how many of these students enter the industry with a better understanding of the media and how far they can take that vision.

“In the country, currently, about 900 colleges and institutes offer mass-communication and journalism programmes in different levels, in which the maximum number of institutes are based in Delhi NCR counting nearly 150 institutes followed by Bengaluru and Kolkata as cities and Maharashtra as a state.”²

The popularity of media education can get the right dimension only when its pulse is on time and eyes are on the media landscape of the future. It is necessary to decide why one should do journalism? Just to earn name and money or along with both of them to fulfill the responsibility of one’s share towards the country and society as an aware and intelligent citizen? It should be decided that what should be the direction of journalism and accordingly, what should be the blueprint of media education?

Here we have to keep in mind that we have to protect and enhance the great cultural and knowledgeable features of the country and also bring to the fore the ancient works done in the field of communication. Even our traditional mediums have to be saved. Unfortunately today the media and media education are following the western format which is not compatible with the Indian society and its needs. In this episode, the dependence of students on western based books and reference material will also have to be reduced.

“One of the strong arguments that are made in support of training in journalism is that if at least MBBS is necessary to become a doctor, one can become a lawyer only after taking a degree in law, then an important profession like journalism How can it be left open to all.”³

“Media education is the essential need of the present time but instead of teaching the technology of journalism, we are teaching journalism of technology”⁴

“Journalism has disappeared in this media education and journalism has stood on the margins and the media has dominated. Every year, if not more, thousands of students from all over India come to do journalism after getting media education, but they have zero practical knowledge and then they become frustrated due to unemployment.”⁵

Thus media and media education face similar challenges at many levels such as uncurbed corporatization, lack of broad vision, neglect of experienced professionals, untouched real issues, western practice model, lack of indigenous approach and usually discouraged originality etc.

Vision of NEP

First of all it is necessary to consider what ‘education’ is. The literal meaning of education is the act of learning and teaching, but if we look at its broader meaning, then education is a continuous social process in any society, which has a purpose and through which the internal forces of man are developed and behavior is refined. By increasing knowledge and skills through education, man is made a capable citizen.

The Central Government has implemented the New National Education Policy, 2020 keeping in mind the needs of India of the 21st century and to change the Indian education system. Now if its implementation is successful, then it will bring India at par with the leading countries of the world. It focuses on many issues.

- Common norms to all for quality reasons, not ownership based.
- More autonomy to degree colleges, both administratively and financially.
- Uniform standard for central and other universities, applicable to government and private also.
- Focus on vocational and skill development, students can become self-reliant.

- Provision to give complete training to every student for job and self-employment.
- Concept of building an able nation through knowledge and skills.
- Aims to make education holistic, flexible, multidisciplinary and 21st century compliant.
- 50 percent Gross Enrollment Ratio (GER) target by 2035.
- Now 6 % of GDP will be spent on education, so far only 4.43%

Apart from this, there are many things which are directly related to school and higher education.

NEP and Media Education

The new National Education Policy focuses on promotion of mother tongue, priority to practical and skill-oriented education and the goal of becoming self-reliant. Through this we have got a new canvas in which we can draw the shape of media education according to us. One should take advantage of this opportunity and instead of considering the change in the curriculum as a formality; it should be given a concrete shape with deep reflection and review. A curriculum that can contribute to achieving the goals of the New Education Policy. If we adopt this education policy properly, then this policy will take us towards quality education. Point 11 of this policy holds the idea of holistic approach, which is very relevant and consequential from the point of view of media education. Therefore, the aim of media education should not be merely to prepare workers, but to prepare an intelligent and responsible journalist.

“It is often stated that the mass media are the fourth estate of society, and the fourth pillar of the democracy. It means the media exists for democracy. How do we strengthen democracy by employing this fourth estate and the pillar?

Democracy is strengthened by the active participation of and robust democratic discourse created by its constituents. For this to happen, the media practitioners need to be well-grounded in the society and its surroundings they live in. A lively media landscape, which can critically analyze its society, politics, power

structures and power dynamics, is an asset to any all-round education of our learners is taken care of, and not just by familiarizing them with technologies.”⁶

The journey of media education has completed 100 years in the year 2020, but work is yet to be done in its direction. The new education policy has given us an opportunity for all the media educators to sit together in the context of its road map and also draw up a comprehensive media education policy. In this regard, a suggestion has also been made to form a Media Education Council so that media education can be made more practical and in line with the next requirements.

Media Education: Expectations

On the basis of the above discourse and analysis, there are many suggestions and expectations which can possibly increase the quality of media education.

- A national framework should be created for media education and necessary amendments should be made in the courses accordingly.
- That is, the same syllabus should be applicable throughout the country (with the relaxation of some modifications according to the region, language).
- Indian concept of communication, Indian knowledge tradition, study of Indian communication principles as well as India, Indian and Indianness should be included.
- The Indian Institute of Mass Communication should act as a guide to all media institutions on this subject.
- Serving and experienced journalists should be linked to media education and curriculum development on priority basis.
- Encourage training with media industry participation in the form of practical, experience based, group exercises, seminars etc.
- Include a detailed study of the traditional means of mass communication so that their smooth development does not stop

- It should be ensured that there should be 'minimum infrastructure' related to practical training in the institutions/universities engaged in media education.
- Media curriculum and training should be such that the originality and creativity of the students can be definitely developed and a vision for the country and society can be planted in them.
- Courses need to be updated regularly as the media is constantly changing about its content, revenue model and technology
- Education and awareness related to communication and mass media should be included in some form or the other from the primary level itself.

Conclusion

In this way, now it is the turn of media education that how it should prepare itself according to the changing media scenario and new education policy. For this, it is necessary to prepare an inclusive and updated curriculum, conduct training programs with the help of industry, give priority to industry experience in faculty selection, adopt indigenous approach. The media industry and media education must set common goals so that along with reforming the media and promoting democratic values, concrete work can be done towards developing self-reliance and original talent. Since the media is changing day by day with regard to technology and content, a mechanism should be developed to keep the faculty updated as well.

The context, implications and influence of media in the Indian context are wide-ranging. It is also necessary to get rid of the negative image of the media. It is necessary to ensure that the media is ultimately responsible for the society itself. The revenue model cannot be dismissed but efforts can be made to make it more transparent, responsible and social.

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