CHAPTER I

INTRODUCTION

1.1 MASS MEDIA

The world is developing at a fast pace, with new inventions in science and technology, almost everyday. The curiosity of man to know is satisfied by the media which is the means of mass communication. Media casts its impact on our life in all spheres like - social, political, economic, educational, religious, cultural etc. Thus, in the present 21st century, mass communication through media possesses great significance.

Mass media as it is understood today is relatively not a recent phenomenon in India. It essentially means dissemination of information, idea and entertainment by the communication media. If one was to ask what is today's most powerful vehicle in moulding of beliefs, attitudes, values and life styles, one should say it is the mass media.

Mass media has been defined as “means of communication designed to reach and influence very large numbers of people”. Mass media are those media that are created to be consumed by immense number of population worldwide and also a direct contemporary instrument of mass communication. Mass media are means of interpersonal communication via some medium, imported through mediated situation. Mass media are means or instruments of communication that reach large number of people with a common message. The matter may be printed like newspaper, magazines, etc.
or it may take form of radio, television, cinema, computers, etc. i.e. electronic media. These means of communication play a vital role in spreading information, conducting propaganda, educating and enlightening people, strengthening national integration and creating national identity. The mass media have to take in to account the overall social infrastructure which has a bearing on communication within the society as well as the traditional mode.

In this regard, the reach or penetration of mass media and their credibility by the people have to be kept constantly in mind. The need of mass media is to cover the entire population is widely admitted. Developing countries give priority to broadcasting and telecasting Medias such as radio and television, even though the people's access is not always equitable and balanced (Aggarwal, 1994).

The term mass media is defined as a means of communication that operates on a large scale, reaching and involving virtually everyone in the society to a greater or lesser degree (Singh, 2002). A medium is called as mass medium when it reaches above 50 million people (Shrivastava, 1992). Nowadays, the mass media like newspaper, television and radio have become an integral part of human life. Mass media has been influencing the social, cultural, economic and religious aspects of society. The impact of it on the society has been compared with the effect of water dripping steadily on a stone imperceptibly eroding old values and attitudes in favour of new ones. (Trivedi, 1991)

In contemporary society the importance of media is becoming increasingly important in the life of adults, as well as of children. In India, the
spread of mass media is impressive where in the initial stage, the spread of mass media and related technology was confined largely in the urban areas and now this has engulfed the whole society. The typical young student in the large cities and towns of India, and also in many of the rural areas, has quite an extensive information environment surrounding him. Newspapers, radio, movies, magazines, television, computers and advertising state at him everywhere. There is no doubt that mass media moulds opinion, thinking, attitudes and behaviour of the people because it has reached every home, town and country. Television, radio, film and other electronic media are more powerful as their reach and impact is greater than that of other media.

The cause and effect relationship between man and media does exist but establishing this relationship is a difficult position because of methodological reasons. Nevertheless, increased use of mass media is the indication of modernisation. Researches have shown that mass media has tremendous persuasive impact on people and can be employed as dependable devices in furtherance of modernisation among people. In the present context of development in India, it is worthwhile to prove into the process through which change is creeping in different segments of the society (Rekha Bhagat, 1989).

1.2 TYPES OF MASS MEDIA

Mass media is mainly divided into 4 parts for proper understanding.

I. Traditional Media

II. Print Media
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III. Audio

IV. Audio-visual Media

1.2.1 Traditional Media

Traditional media plays a reinforcing role by supplementing information, news to the illiterate and rural masses. It includes the media like folk song, folk dance, folk theatre, story telling, puppet shows, musical variety of rural people, etc. Traditional media speaks of those performing arts which are cultural symbols of people. There are many advantages of traditional media for the purpose of influencing and educating the rural illiterate including women. It can move effectively stir the feelings and affect the attitude of masses. This is so because they reflect the cultural ethos and are closer to the hearts of the common man in rural areas.

1.2.2 Written or Print

The print media is considered to be one of the most flourishing industries today. This medium is also particularly very popular to reach the target audience for advertisers. The different types of print media give a plethora of options for people to reach a varied bracket of users. The print or written media is always in the form of books, newspapers, journals, bulletin, poster, hoardings, periodicals, magazines or in the form of pictorial messages, handouts, notices, etc. So, be it newspapers or magazines, every medium has its particular advantages, a thing which should be considered to be of utmost importance by all advertisers and clients. However, print media also has its
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own disadvantages. Vast geographical area, illiteracy, poverty, existence of multiple languages and absence of adequate communication facilities are the causes of its remaining at the back seat of national development in India.

1.2.3 Audio

This medium mainly includes radio, tape recorder and record player. The audio medium plays a significant role in the dissemination of knowledge to the masses though it has not been able to achieve full success in achieving the national objectives. However, it is directed towards national development programmes through the field of education, agriculture, health, family planning, and national integration, social and cultural development.

1.2.4 Audio-Visual

This medium includes the television, cinema, computers, videotapes, etc. which are the most powerful media of mass communication in the present day world. Technological development in the shape of audio-visual technique ushered in "Information Revolution" which had made mass appeal. The audio-visual media has played an important role in making the people aware about different social problems though their main aim is to entertain people.

1.3 HISTORY OF MASS MEDIA OR MEDIA DEVELOPMENT

Communication is a fundamental pre-requisite of all living beings. The development of human civilization is directly dependent upon refinement
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and growth of forms, mechanisms, and quality of the communication. Media is one of the important modes of communication for human. With the development of human life and thoughts the media has also been developed to a great extent. The historical development of different types of media has been briefed as below.

Table 1.1 History of Mass Media or Media Development

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<tr>
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<td>1605</td>
<td>Newspaper</td>
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<td>1731</td>
<td>Magazine</td>
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<td>1850</td>
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<td>1920</td>
<td>Radio/Audio Recording</td>
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<td>Design of the Internet</td>
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<td>1976</td>
<td>Video Game</td>
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<td>1977</td>
<td>Linking SATNET, PRNET, and ARPANET</td>
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</tbody>
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1983 | Internet
---|---
1989 | The World Wide Wave

Source:
1. “Media, Communication and Development” – By Suresh Ch. Sharma
2. Internet: Wikipedia, the free encyclopedia.

1.3.1 Media Development in India

Media in India initiated since the late 1700s with print media started in 1780, radio broadcasting initiated in 1927, and the screening of Auguste and Louise Lumière moving pictures in Bombay initiated during the July of 1895—is among the oldest and largest media of the world. Indian media—private media in particular—has been free and independent throughout most of its history. The period of emergency (1975–1977), declared by Prime Minister Indira Gandhi, was the brief period when India's media was faced with potential government retribution. The country consumed 99 million newspaper copies as of 2007 — making it the second largest market in the world for newspapers. By 2009, India had a total of 81,000,000 internet users — comprising 7.0% of the country's population, and 7,570,000 people in India also had access to broadband network as of 2009— making it the 12th largest country in the world in terms of broadband internet users. As of 2009, India is among the 4th largest television telecasting stations in the world with nearly 1,400 stations.

The first Indian Newspaper, *The Bengle Gazette*, appeared on 29th January, 1780 in Calcutta. It was published by an English man Hicky. As the newspaper was meant for the employees of the East India Company, it was
published in English. It was only in 1818 that a newspaper in Bengali, namely *Samachar Darpan*, came out. In the 1830s and 1840s, despite the obstacles created by the colonial authorities, the number of publication in the regional languages increased, and they had great significance in spreading the ideas of the National Liberation Movement. Many of the great newspapers which flourish today were established during this period, for example – *The Times of India* in 1861, *The Pioneer* in 1865, *The Madras Mail* in 1868, *The Statesman* in 1875, *The Hindu* in 1878 and *The Tribune* in 1881.

There was a phenomenal growth in the Indian Press after 1920, with the beginning of the Gandhian era in Indian politics; Gandhi himself had been editing *The Indian Nation* in South Africa from 1904. He established *The Young India* in English, *The Nawjeewan* in Gujarati in 1919 and *The Harijan* in 1933. He conducted his political work and constructive work through these weeklies. They were a great force during that period.

Radio broadcast was started in India in 1927, with two privately owned transmitters at Bombay and Calcutta. The Government of India took them over in 1930 and they were being operated under the name of Indian Broadcasting Service. In 1936, the name was changed to All India Radio, known as Akashwani in 1957. Radio is serving as an effective medium not only to inform and educate people, but also to provide healthy entertainment.

The first television telecast in India was made in Delhi on an experimental basis in September, 1959. Its programmes were meant for schools and rural areas. The first general service on a regular basis started from Delhi in August, 1965.
India is a major film producer. Films are made in Hindi, other regional languages and English and are an important export item. In production of full length feature films, India is second in the world after Japan. Feature films have been produced in India since 1912-13. Whereas, R.G. Torney produced “Prundalik” in 1912, Dada Saheb Phalke produced Raja Harish Chandra in 1913. The talkie era was overtaken by films in 1931 with the release of Alam Ara, produced by Ardenshir Irani. Films are produced on various themes, such as - social, crime, fantasy, historical, biographical, mythological, legendary, and devotional, children, stunt, adventure, political, democracy, horror, scientific and technological, etc.

1.4 MASS COMMUNICATION AND MEDIA PUBLICITY IN ASSAM

Information and Communication network in the state is yet to be fully developed. In order to create awareness about the various governmental schemes, different communication media like mass contact, mass campaign, and exhibition etc. are utilised. Publicity is made through newspaper, radio and TV etc. booklets are published and public meetings are also held for publicity. All this is done by the state government’s information and public relation office which serve as the vital link between the government and the people.

1.4.1 All India Radio

The All India Radio covers 98 percent of the population of Assam. The main objectives of the radio are to provide information, education and
entertainment to the masses at large. Definitely radio is the first electronic media to reach public in Assam. The Radio centre in Assam was started after independence of India. It was started in Guwahati in 1948 with the efforts of the first Chief Minister of Assam Gopinath Bordoloi. The First Assamese Radio News was broadcasted from AIR Guwahati only in 1957. At present in Assam there are three radio stations; one each at Guwahati, Dibrugarh and Silchar and three local stations at Jorhat, Haflong and Nagaon are functioning.

According to IGSS figure 63 percent of rural population was radio listeners. Since the literacy rate of rural population of Assam is still very low, the AIR is trying its best to popularise education in the state.

1.4.2 Doordarshan

Doordarshan covers 79% geographical areas and 83% population of Assam. The history of Doordarshan Kendra, Guwahati can be traced back to the year 1982. It was in this year that India hosted the 9th Asian Games and this event in New Delhi brought about a far reaching change in the social and economical lives of people of Assam. There are at present three H.P.T. and L.P.T. in Assam. An estimated population of 183 lakhs is under the coverage of Doordarshan, of which about 140 lakhs are estimated to be rural mass. Besides Doordarshan, presently nine private channels have been launched and able to bring a tremendous change to the entire mass.
1.4.3 Newspaper and Magazine

The history of Assamese print media is more than 160 years old. The journey was started with *Arunodoi*. It was first published in January, 1846, from Sibsagar and Dr. Nathan Brown was the first editor of it. There were many newspapers and magazines published after *Arunodoi*, some survived for long, and some disappeared.

In 1882, Hemchandra Baruah published the weekly tabloid *Assam News* in both Assamese and English which was in true sense a newspaper, but it was stopped within three years in 1885. In 1894, Manik Chandra Baruah and Kaliram Baruah together published another weekly *Assam*. The newspaper got attention of the general public and became popular for sometime. In 1895, Radhanath Changakotii published the English weekly newspaper *Times of Assam* from Dibrugarh. This newspaper continued contributing to the Assamese society for more than five decades till 1947.

In 14th January, 1900, Padmanath Gohain Barua published the weekly *Assam Bonti*. Later, the newspaper was named as *Bonti* and it continued publishing till 1944. In 1902 two English newspapers were published from Dibrugarh, *The Eastern Herald* and *Citizen*. In 1918, Chandra Kumar Agarwala published *Sandhiya Sangbad*. In 1927, Kirti Nath Sharma published *Sandhiya Raaiz* and in 1929 Nilamoni Phukan published *Dainik Batori* from Jorhat. In 1932, *Asom Sewak* and in 1935 Ambikagiri Raichoudhury published *Deka Asom*. After the death of Raichoudhury in 1967, his son Bhagagiri Raichoudhry republished the newspaper but did not continue long. In 1989, *Deka Asom* was republished as a tri monthly magazine by
Skhitish Chandra Phukan. In 1939, Benudhar Sharma published *Tarun Asom*; in 1946, Debabrata Baruah published *Dainik Asomiya*.

After independence, Assam witnessed numerous daily and weekly newspapers and magazines. At present, most of the daily and weekly newspapers in Assamese, Bengali, Hindi and English are published from Guwahati. The *Dainik Asom, Amar Asom, Natun Dainik, Pratidin, Khabar, Dainik Janambhumi, Agradoot* etc are leading dailies in Assamese language. While *Uttarkal, Purbanchal Prahari*, are important Hindi dailies that publishes from the state. Similarly, the English dailies namely, *The Assam Tribune, The Sentinel* are the important ones in the state. Several weeklies and bi-weeklies and fortnightly magazines and newspaper in Assamese, English, Hindi and Bengali are also published from Guwahati. The leading national newspapers are also available in most of the towns. Nowadays, some national newspapers started to publish their dailies from Guwahati and some other towns of the state. The newspapers and magazines of Assam have a great role in projecting the various economic, political, social and cultural problems and prospects of Assam.

1.5 FUNCTIONS OF MEDIA

Harold Laswell (1967), a political scientist, who has done pioneering research in mass communication, has noted three major functions.

I. **Surveillance of the environment**: It means collection and distribution of information concerning events in the environment, both outside and within a particular society. The information flow is necessary for unity
and coherence if we live in the society of collectivity. To some extent, it corresponds to what is popularly conceived as the handling of news.

II. Correlation of parts of the society: This includes the interpretation of information about the environment, prescription for conduct in reaction to these events and the comment on social values. In part, this activity is popularly identified as editorial or propaganda.

III. Transmission of social heritage: Lasswell says that transmission of culture focuses on the communicating of information, values and social norms from one generation to another or from members of a group to newcomers. Commonly, it is identified as educational activity.

We can use Lasswell’s categories with some modification, by adding one or two more functions of mass media.

a) Entertainment: Entertainment refers to communicative acts, primarily intended for amusement. The mass media also entertain the public by providing emotional relaxation, intrinsic and cultural enjoyment and killing of boredom.

b) Socialisation: The media instantly communicates new fade and fashion in clothing, music, song, art, language, hair styles and even life styles. What happens among the young in one country reaches the young in other countries through radio, television, internet, etc. instantly and affects their thinking, attitude and behaviour.

c) Mobilisation: This function of mass media is very important in developing communities every where. It seeks to bring the people together and helps to advance national development.
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It is widely believed that mass media has an important role to play in achieving national goals. The UNESCO report (UNESCO, Many Voices One World, Paris pg-14) on various aspects of communication and society provides eight following functions of mass media.

(i) Dissemination of information
(ii) Socialisation
(iii) Motivation
(iv) Promoting debate and discussion on public issues
(v) Education
(vi) Entertainment
(vii) Cultural promotion
(viii) Integration

1.6 THEORIES OF MEDIA EFFECTS AND MEDIA USES

Several theories related to the effects or changes brought about by the media on individuals and societies have been propounded by both "functionalist" and "critical" schools of communication. The "functionalist" theorists begin with the assumption that the media have a role and a function in society: to stabilise, reinforce and maintain the consensus in society. They do not see the question of power and conflict as a major driving force in society; they assume that the competition among the various groups in society allows for free and fair play and all groups have an equal chance to dominate and to control. The "critical" theorists, on the other hand, place the struggle for power among social classes, groups at the centre of society; the mass
media are invariably employed by the dominant class to propagate its ideology. Further, while the "functionalist" research media effects using empirical quantitative methods. The critical theorists are not so much concerned with effects as the cultural and political context in which media experiences take place, the ownership and economics of the media, and the various ways in which audiences 'read' the media.

1.6.1 Effect Theories

These theories range from one extreme position of all powerful wide-ranging effects of the media, to the opposing extreme position where the media have no effects at all. At the one extreme are the writers and the researchers like Marie Winn who take the media, especially television, to be a "plug-in-drug"; at the other extreme is Joseph Klapper who concluded from his longitudinal research that media succeed only in 'reinforcing old attitudes, habits and beliefs'. In between, are the negotiation or interaction theorists who suggest that effect, like meanings of media texts, are ultimately 'negotiated' by audiences. Most media theories deal directly with the "effects" of the contents of programmes on opinions, attitudes, perceptions, beliefs and social behaviour. The theories have their basis largely in research on television and films, though some in speculation or personal experience. The largest number of studies have been on the effects of the violence in television programmes on the behaviour of children and adolescents; others on the effect of propaganda on personal opinion and on voting behaviour. Since early, effects research was based on the persuasion model of communication
and carried out by social psychologists, the results often pointed to strong effects, for that is what they were looking for in the first place. The social contexts in which the media experienced were rarely taken into account.

1.6.2 Reinforcement: Limited Effect Theory

Joseph Klapper and others, for example, believed that media reinforce existing values and attitudes. Only then, after all, can programmes of the media be popular with a majority of social groups which have an interest in the perpetuation of their own traditions and statuses. Lazarsfeld and Merton held that the mass media 'cannot be relied upon to work for changes, in the social structure'.

1.6.3 Catharsis and Narcosis

Some mass communication theorists argue that media have a 'narcotizing dysfunction' that distracts audiences from real problems and in fact prevents their doing anything about them. In other words, the mass media have a drug like addictive effect, lulling audiences into passivity, Lazarsfeld and Merton may serve to narcotise rather than energise the average reader or listeners. As an increasing amount of time is devoted to reading and listening, a decreasing share is available for organised action. The interested and informed citizen can congratulate himself on his lofty state of interest and information and fail to see that he has abstained from decision and action. He comes to mistake knowing about problems of the day for doing something about them.
First proposed in 1948, the theory appears dated particularly after the galvanising impact together with a combination of many other factors the mass media had in bringing the Vietnam War to an end, and in throwing Nixon out as a result of Watergate. In India, the press publicity given to excesses of the emergency, particularly through underground literature, did contribute to bringing about an end to the Emergency.

Closely related to the 'narcosis' theory, is the 'catharsis' theory of media effect. Seymour Feshbach, the main exponent of the theory, argued that the media may have a 'cathartic' effect on people that somehow purges them of many anti-social and unfulfilled desires, frustrations and feelings of hostility. In one of his laboratory studies, Feshbach subjected college students to savage insults and criticism at the hands of experimenters; the experimental group was then shown an aggressive film of a brutal boxing-match, while the 'control group' was shown a dull film. When later, they were questioned about their opinions of the experimenters, those students who had seen the film on boxing felt less hostile to their experimenters than those who were shown the 'control' film.

The narcosis and catharsis theories represent extreme views. So does Ernest Van den Hag’s view that mass communications, taken together are demeaning, debasing and de-personalising instruments of manipulation at worst; middle-class hedonism at best. Yet another extreme theory is that of Frederic Wertham which says that the content of the media is 'corruptive in general and specifically teaches materialism, brutality, anti-social behaviour and callousness towards other humans.'
1.6.4 Incidental Effects

In contrast, Aldous Huxley took the stand that media indeed do teach people things, but most of them are of no consequence; they also have effects, but mostly in unimportant and trivial facets of our lives although we may think that they are important. These trivial facets are fashions, mannerisms, mating habits, and food habits. As Schramm, Lyle and Parker found in their study of children and television, "television could be an essential effective agent of incidental learning while the child is still young. This is because at that time it seems so real."

1.6.5 Uses and Gratifications

By the 1950s and sixties, communication researchers began to fine tune in their theories. Elihu Kartz, Denis Mcquail and Michael Gurevitch introduced what they termed the 'uses and gratifications' theory of media effects. They turned their attention to how audiences use the media to live out their fantasy lives and to seek other gratifications, or even to inform and educate themselves about the world and its people. Thus media 'effects' were related to the needs and activities of audiences. The theory was largely concerned with the selection, reception and nature of response of audiences to the media, the assumption being that individual members in an audience made conscious and motivated selection of channels and programmes. It was also assumed that audiences made supplementary and compensatory uses of the mass media.
There are social and psychological needs, which generate expectations of the mass media or other sources, which lead to differential patterns of media exposure. This results in need gratifications and other (often unintended) consequences.

Fig. 1.1 Uses and Gratifications Model of Mass Communication

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1.6.6 Cultivation or Cultural Indicators Theory

George Gerbner's dissatisfaction with effects research led him to evolve a sophisticated theory grounded on his longitudinal research on American television. He and his team undertook a content analysis of television programmes, looking at portrayals of gender, violence, the family, portrayal of minorities, and then matched these with actual situations, behaviours and attitudes in American society. Gerbner concluded that there was a 'cultivation' effect or enculturation effect on audiences highly exposed to television. Audiences adopted the perceptions and values which were consistently portrayed in different programme genres.

Gerbner and his team attempted to move beyond the analysis of effects on individual behaviour and to analysis communication systems at a social structural level. Television was seen as the arm of the industrial and military establishments, an agent of social control.

1.6.7 Technological Effects – Mc. Luhanesque Perspective

"The medium is the message", wrote Mershall McLuhan, setting the controversy over media effects in its head. No matter what the contents of programmes, he argued, people will watch television; it commands their attention as no other medium has. He warned like a doomsday prophet that the "electronic media are transforming every aspect of man's life and restructuring civilisation, not so much by the content of their messages, as by the nature itself of television, movies, computers and other media." Mass communication; therefore, are neither good nor bad, but rather mystical
devices that possess powers to change the way mankind lives and thinks. For instance, Indian cities are already witness to some changes in eating, sleeping and socialising habits as a result of the introduction of television.

1.6.8 Reflex Effects

A rather different kind of effect on which no theory has yet been built is the impact of media among and within themselves. Mass communicators are known to review each other's work, and reporters carefully go through rival papers, and switch on to news programmes on the air. It is no surprise; therefore, that 'copycatting' in content and form has become a common phenomenon. Let a topic be introduced in one paper, and others take it up with a vengeance. So when a 'health' programme proves popular on TV, every newspaper introduces a 'health' column.

Then there are effects of new media upon the old, and the vice versa. Then formats of Doordarshan's newscasts and features have in fact been copied from All India Radio and magazines are all profusely illustrated because of the impact of television. Again, short stories first published in the papers or magazines, are turned into radio, TV and cinema scripts. All these inter-media and intra-media effects may be called 'reflex effects' or 'bandwagon effects.'

1.7 EFFECT OF MEDIA ON EDUCATION

Prior to independence, attempts had been made by both government and private groups to use the media for educational purposes. Dadasaheb
Phalke, the pioneer of Indian cinema, made educational documentaries such as “The Growth of a Pea Plant” and “How to Make a Film” besides fictional films. Radio experiments in the use of radio for promoting literacy and education were conducted as early as the 1930s. Television was introduced into India by the Nehru Government with the primary aim of exploiting the medium for Distance education.

The most ambitious attempt to exploit the mass media for education was of course, SITE (Satellite Instructional Television Experiment) in 1975-76. It sought to educate rural people about the need for family planning, improved agriculture, hygiene, nutrition and health care. Today, Doordarshan devotes at least ten percent of its telecast time to educational or enrichment programmes for farmers, school children, youth and other groups. It has taken to promoting literacy on a national wide scale. UGC’s “Countrywide classroom” and IGNOU’s early morning transmissions are ambitious post. SITE attempts to use television for higher education.

Here the question arises that — Do media really educate? Or how effective is the mass media in educating the people of our country? These are very difficult questions to be answered in a straight way. Literate and educated people benefit much more from educational media than the less literate and uneducated, unless the education oriented programme are specifically geared to the needs, interest and levels of the specific groups. This is an essential condition of any educational programmes on any medium to have some kind of effect. Even before groups and regions can benefit from education through the print or electronic media, they will need to become
“media literate”. Media literacy precedes or is simultaneous with the skill to learn from the media.

1.8 THE STAGE OF ADOLESCENCE

Adolescence is the most crucial and significant period of human life. Poets have described it as the spring of life of human being and an important era in the total life span. In an individual’s life, adolescence is that period which begins at the end of childhood and ends at the beginning of adulthood. It is the period of rapid revolutionary changes in the individual’s physical, mental, moral, spiritual, sex and social outlook. Human personality develops new dimensions. It is the period to learn new things. It is the period of anxieties and worries. It is the period of conflicts and complexities.

The word adolescence comes from a Greek word “adolescere” which means ‘to grow to maturity’. This period runs between childhood and adulthood and is sometimes called the period of teenage. The stage of adolescence has been defined by different thinkers in various ways. These definitions exist because adolescence is studied by the biologists, psychologists, sociologists, etc.

The biological definition of adolescence can be cited with the words of Webster’s Dictionary – “the condition of being or in the period of becoming first capable of reproducing sexually”. Generally, psychologists define it as that period of life, when certain developmental task or changes take place in the behaviour or cognitive development (or both) of the individual. Sociologists again define adolescence as a transitional period from the
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Interdependent state of childhood to a self-sufficient state of adulthood.

Although these definitions were criticised on different grounds, these definitions certainly have some utility from various perspectives. For ease of communication, however, particularly between various disciplines and to facilitate the study of behaviour changes, it seems parsimonious to define adolescence chronologically in congruence with our legal criteria. This generally means that adolescence is approximately “the period of time between the age of eleven (11) and nineteen (19).”

The stage of adolescence is marked by remarkable development and changes in every aspect. Physical, cognitive, emotional and attitudinal changes which are characteristics of adolescence, often take place during this period, and this can be a cause of conflict on one hand and positive personality development on the other. Because the adolescents experience strong cognitive and physical changes for the first time in their lives, they may start to view their friends, their peer group as more important and influential than their parents or guardians.

Adolescence is a period of time during which a person is biologically (physically) adult but emotionally (feelings) not at full maturity. Therefore, a common experience is seen during this period that is, the peer pressure which may result briefly or on a larger scale. Because of their peer pressure they may sometimes indulge in activities not deemed socially acceptable such as – may consume alcoholic beverages, use drugs, defy their parental figure. Peer plays a crucial role in the psychological and sociological development of most of the adolescents. Adolescents who are accepted by the peers have a favourable
attitude towards anything. They become self confident, happy and secure. They feel to be original and creative. They feel that they are being supported in their originality by the approval of their peers.

Adolescents who are rejected by peer develop a negative attitude towards everything and they have little motivation to do their works. Sometimes they become trouble makers to require for their lack of acceptance and become truants.

Adolescents are more dependent on peer relationship than the younger children. Adolescents find difficult to share their inner and outer lives with their parents. It is with their peers that adolescents have opportunity to intimately share their problems and experiences. Furthermore, in the peer group adolescents' feeling of belongingness grow and find the status. This goes and says that peer pressure is important and even unavoidable in adolescence.

1.8.1 Identity Crisis among Adolescents

In late adolescence period they begin to form identity and are no longer satisfied with their earlier type. They want to become individuals in their own right to be recognised as such. According to Erik Erikson, adolescence is the age in which people must set up an identity to escape identity diffusion and confusion. Peer pressure is important because at teen's age, youth become interested in knowing who they are. They try hard to find out their identity as this stage is known as the "identity versus identity confusion" in Erik Erikson’s Theory of Identity Development. Identity is the
sense of self. It is the answer to our quest for who am I, our values, beliefs etc. Seeking an identity means locating one's place in the social setup. Identity also refers to one's skills and attributes as a person. During childhood, parental beliefs and attitudes exert pressure on the thinking process of child. The adolescence period initiates the development of a personalised set of beliefs which many a times give birth to conflict with elders and society. The adolescence period shows rapid shift between self confidence and insecurity. Identity confusion happens to be a major characteristic of adolescent. The parents, teachers and members are expected to be responsive to the needs of the adolescents and help them to achieve their goals and aspirations that provide him or her meaningful identity. Most of the adolescents come out of the identity crisis by the time of their adulthood. Some are disturbed and confused to have a lot of problems in their early adult life. The extent of adolescent crisis varies from society to society. In the traditional joint families in India, a young adult can continue to be dependent on the family for a much longer period than is noticed in the western societies. As a result, the western adolescents may actually have a shorter period of preparation to assume an independent adult role compared to the Indian youth. In any case, adolescence is a period of great upheaval and challenge for the young mind. Of course, the adolescent reaches a stage of cognitive maturity by his/her ability to think hypothetically and in abstract ways. By the end of the period of adolescence, thinking becomes quite scientific and logical. Adolescents can be very creative and innovative in their thinking and most of them engage in some creative activity at least temporarily. Their thinking appears to be
immature because they seem to be unsure of themselves and their identity and also because they are more likely than adults to engage in high-risk or rash behaviour. But in terms of their cognitive development, adolescents quickly reach a level of thinking which differs little from the adults.

1.8.2 A Period of Storm and Stress

G.S. Hall, the father of adolescent psychology believed that the stage of adolescence reflect a stage in human evolutionary part when there was a great deal of upheaval and disorder – as a result of that adolescents experience a great deal of “Storm and stress” as a standard part of their development. According to Hall, the time of storm and stress is reflected through 3 types of difficulties: “conflict with parents, risk behaviour and mood disruptions”.

I. Conflict with Parents

Adolescents have a tendency to be rebellious and to resist adult authority. In particular, adolescence is a time when conflict with parents is especially high. Adolescence is a time when the wisdom and advice of parents and teachers is overtopped, and in ruder natures may be met by blank contradiction. This conflict makes adolescence difficult not just for adolescents but for their parents also. Parents tend to perceive adolescence as the most difficult stage of their children's development. Adolescents and their parents complain about each others behaviour. Parents often feel they have lost any sort of control or influence over their child. Adolescents want their parents to be clear and consistent about rules and boundaries, but at the same time may resent any restrictions on their growing freedom and ability to decide for
themselves. However, it should be added that there are substantial individual differences, and there are many parents and adolescents between whom there is little conflict, even if overall rates of conflict between parents and children rise in adolescence. Conflict between adolescents and their parents may be beneficial to adolescents' development, as it promotes the development of individuality and autonomy within the context of a warm relationship. This may be true, but high conflict may make adolescence a difficult time for adolescents and their parents.

II. Risk Behaviour

Adolescents have higher rate of reckless, norm breaking and antisocial behaviour than either in children or in adults. Adolescents are more likely to cause disruptions of the social order and to engage themselves in behaviour that carries the potential for harm to themselves and/or the people around them.

The variety of respects in which adolescents engage in risk behaviour at greater rates than children or adults lend further validity to the perception of adolescence as a difficult time, a time of storm and stress. Although adolescents generally experience their participation in risk behavior as pleasurable, suffering the consequences of such behaviour — contact with the legal system, treatment for an STD, involvement in an automobile accident, and so forth — is likely to be experienced as difficult. Furthermore, it is understandable that parents may find it difficult to watch their children pass through the ages when such behaviour is most likely to occur. In this area, i.e. conflict with parents and mood disruptions, it is important to recognise
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individual differences. Adolescents vary a great deal in the extent to which they participate in risk behaviour. To some extent, these differences are forecast by behaviour prior to adolescence. Individual differences in characteristics such as sensation seeking and impulsivity also contribute to individual differences in risk behaviour during adolescence. Nevertheless, although not all adolescents engage in risk behaviour, the majority of adolescents take part occasionally in risk behaviour of one kind or another. This lends substantial credence to the view that adolescence is a period of storm and stress.

III. Mood Disruptions

Adolescents tend to be more volatile emotionally than either children or adults. They experience more extremes of mood and more swings of mood from one extreme to the other. They also experience more frequent episodes of depressed mood.

Home environment and family have a substantial impact on the developing minds of teenagers and these developments may reach a climax during adolescence. If the concept of right and wrong were not established early in the child’s life, the lack of their knowledge may impair a teenager’s ability to make beneficial decisions as well as allowing his/her impulses to control his/her decisions.

From cultural point of view also, the stage of adolescence is very important. In the past and still in some culture, there were ceremonies that celebrated adulthood, typically during adolescence. “SEIJIN SHIKI” (adult ceremony) is a Japanese example of this. ‘Upanayana’ is a coming of age
ceremony for male in the Hindu world. Among some denominations of Christianity, the rite or conformation is received by adolescents and may be considered the time at which adolescents become members of the church in their own right. In United States, girls will often have a "sweet sixteen" party to celebrate turning afore mentioned age. In Latin culture also similar tradition is there which is called "Quinceanera".

1.8.3 The Age Parameters for the Adolescents Group

Lack of uniformity in the age parameter for defining the group of adolescents is a major constraint. Adolescents are most often subsumed with youth or with children or with young adults. Different policies and programmes define the adolescents' age group differently. For example, adolescents in the draft Youth Policy have been defined as the age group between 13-19 years; under the ICDS programme adolescent girls are considered to be between 11-18 years; the Constitution of India and labour laws of the country consider people up to the age of 14 as children; whereas the Reproductive and Child Health Programme mentions adolescents as being between 10-19 years of age. Internationally and as is with most UN agencies like WHO, UNICEF, UNEPA, etc. the age group of 10 to 19 years is considered to the age of adolescents. It is observed that the age limits of these adolescents have been fixed differently under different programmes keeping in view the objectives of the policy/programme.

Keeping in view the characteristics of this age group, it is widely felt and recommended that it would be most appropriate to consider adolescents...
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as between 10-19 years of age. The lack of reliable data and information on the adolescent age group is a major impediment in preparing a profile of adolescents. Further, age group of 10-19 years is rarely considered as a distinct age group in official statistics. Moreover, the emphasis on youth (15-35 years in India) results in greater and better quality information regarding older adolescents in comparison with the younger ones. In many instances disaggregated information by gender is also not available. There is a need to reorient national reporting system to provide data sets that can facilitate planning and programming for adolescents in the age group of 10-19 years and be made available up to district level for undertaking area specific needs of the young adults.

In 2000, approximately 30 percent of India’s population was aged 10 to 24 years (International Population Census for India, 2000). Again adolescents account for one fifth of the world’s population (as on 1st March according to the Planning Commission’s Population Projections). This implies that about 230 million Indians are adolescents in the age group of 10 to 19 years.

1.8.3.1 Adolescents in India

- 300 million young people of the age group of 10-24 years in India.
- Adolescents of 10-19 years age represent over one-fifth of the total population of India
- 20 per cent of the boys and 44 per cent of girls between the age group 15-19 years ago are illiterate.
• Two-thirds of married women of reproductive age married at the age of 18 years.
• 33 per cent married at the age of 15 years.
• Among women between 20-24, almost half have given birth of child at the age of 20.
• Poor reproductive health and high maternal mortality rates are found among adolescent girls.
• Indian adolescent women have higher mortality risks than adolescent men.
• Most of the adolescent’s sexual activity takes place within marriage.


Fig. 1.2 Proportions of Adolescents in Total Population of India

Table 1.2 Percentage of Literates by Age and Sex in India

<table>
<thead>
<tr>
<th>Age Group</th>
<th>1961 Male (%)</th>
<th>1961 Female (%)</th>
<th>1971 Male (%)</th>
<th>1971 Female (%)</th>
<th>1981 Male (%)</th>
<th>1981 Female (%)</th>
<th>1991 Male (%)</th>
<th>1991 Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-14 years</td>
<td>54.4</td>
<td>28.4</td>
<td>59.8</td>
<td>38.1</td>
<td>66.8</td>
<td>44.8</td>
<td>77</td>
<td>68.8</td>
</tr>
<tr>
<td>15-19 years</td>
<td>52</td>
<td>23.8</td>
<td>63.4</td>
<td>37.7</td>
<td>66.1</td>
<td>43.3</td>
<td>75.3</td>
<td>65.8</td>
</tr>
</tbody>
</table>

Source: CSO, Youth in India 1998.

1.9 POLICIES AND PROGRAMMES CONCERNING ADOLESCENTS

Worldwide changes are altering the conditions under which adolescents are getting prepared for adulthood. Working of thoughtfully tailored youth policies and programmes are essential to address the needs of the contemporary adolescents. Particularly, sexual and reproductive issues are sensitive and any endeavour related to these cannot survive in a hostile climate. Interventions, if designed, within the mandate of a supportive policy are easier to implement and can get the desired inputs of the administrative set up. Policy has political will subsumed in it, and ensures availability of resources over a period of time to make programmes sustainable. Further, legislative measures are mostly embedded in some kind of policy frame work. When advocacy and other policy measures do not lead to the desired outcomes, legislations are enacted to make things work. For instance, the age of marriage has been regulated by Child Marriage Restraint Act and also now that the elementary education has been made a Fundamental Right, a Central Legislation is being brought in, to make provision under the Right operational
It is imperative, therefore, to have an appropriate policy framework to achieve any goal or objective.

The process of policy formulation begins with the decision about the target group. In the context of policies for youth, there is a conceptual difficulty in fixing the target group. In most cultures, until recently, adolescents were never considered a special target group. The stage of adolescence is the bridge between childhood and adulthood. Accordingly, the populace is categorised in two groups – children and adults. Adolescents are subsumed in children in most cases, till such time that they are ready as per cultural expectations/norms to take adult roles. It would thus, vary from culture to culture and on the age capacity for different roles prevalent in the society. For instance, minimum legal age at marriage has been set for girls as 18 years and for boys 21 years in India. Varying ages of legal capacity/rights is a phenomenon common to exist in many countries.

1.9.1 Rights and Responsibilities

What the youth can expect in the years to come will depend on how well they understand and leverage their rights and how willingly and efficiently they are able to shoulder their responsibilities. What then are the rights and responsibilities of the youth of India?

1.9.1.1 National Youth Policy (2003)

❖ Preamble

I. The National Youth Policy, 2003 reiterates the commitment of the entire nation to the composite and all-round development of the young sons
and daughters of India and seeks to establish an all-India perspective to fulfill their legitimate aspirations so that they are all strong of heart and strong of body and mind in successfully accomplishing the challenging tasks of national reconstruction and social changes that lie ahead.

I. The earlier National Youth Policy was formulated in 1988. The socio-economic conditions in the country have since undergone a significant change and have been shaped by wide-ranging technological advancement. The National Youth Policy - 2003 is designed to galvanise the youth to rise up to the new challenges, keeping in view the global scenario, and aims at motivating them to be active and committed participants in the exciting task of National Development.

II. The Policy is based on recognition of the contribution that the youth can, and should, make to the growth and well-being of the community and endeavours to ensure effective co-ordination between the policies, programmes and delivery systems of the various Ministries, Departments and other Agencies. The thrust of the Policy centres on “Youth Empowerment” in different spheres of national life.

III. For India to occupy her rightful place in the Comity of Nations and to meaningfully discharge the manifold obligations thereto, it would be imperative to ensure the effective pursuit of youth development programmes which promote personality development and Qualities of Citizenship and enhance commitment to Community Service, Social Justice, Self-reliance, National Integration and Humanism, an inclusive
view of the entire universe as enshrined in our ancient scriptures. The Policy, therefore, recognizes these inter-related values and principles as its basic premise.

❖ Rationale of the Policy

I. Since our national progress depends, crucially, on the ways and means through which the youth are encouraged and nurtured as a positive force for national progress and are enabled to contribute to socio-economic development, it is essential for an appropriate policy framework to be in place to harness the energies of the youth in this task.

II. Recognising, further, that youth development is a multi-faceted concept, it is equally necessary that all the relevant agencies, including the Ministries and Departments of the Central and State Governments, and local self Government bodies and Panchayati Raj institutions devise their plans and programmes bearing these aspects and features in mind. The Policy will facilitate a multi-dimensional and integrated approach in this behalf, with the State Agencies striving to accelerate the formulation and implementation of programmes.

III. An important indicator of the success of such programmes being the stake of the beneficiaries in the results of the same, this Policy also stresses that the youth of the country should enjoy greater participation in the processes of decision-making and execution at local and higher levels. Such participation would be facilitated by identifiable structures transparent procedures and wider representation of the youth in
appropriate bodies, with the emphasis being more on working with the youth than for the youth.

♦ Responsibilities of Youth

The following are the responsibilities as enumerated by the National Youth Policy.

♦ To contribute to sectoral, family and self development and to promote social and inter-generation understanding and gender equality.

♦ To extend respect to teachers and elders, parents and the family, in consonance with our cultural norms and traditions.

♦ To uphold the unity and integrity of the Nation, maintain peace and harmony observe Fundamental Duties and respect the Fundamental Rights and Freedoms guaranteed under the Constitution to all sections of the people.

♦ To respect others' faiths and beliefs in the religious, cultural and social spheres and to different schools of thought and to neither exploit nor be instrumental in the exploitation of fellow citizens and other persons, especially women.

♦ To promote appropriate standards of ethical conduct in individual and social life, to maintain honesty and integrity of character and be committed to fight against all forms of corruption, social evils and practices.

♦ To preserve and protect the Environment; and

♦ To commit themselves to create a discrimination and exploitation free environment and to devote their time and energy in the nation
1.9.1.2 The Ninth Five Year Plan (1997 – 2002)

In the document, adolescents are mentioned mainly in the sections on women and children, health and youth. The Ninth Plan shows special emphasis on adolescent girls to expand the adolescent girls’ scheme and to assess the health needs of adolescents in the RCH programme. The expansion of the scheme for adolescent girls is mentioned in terms of the underlying rationale – “..... in preparation for their productive and reproductive roles as confident individuals not only in family building but also in nation building” (Planning Commission, Government of India 1998). There is a danger that adolescents are seen as human capital in relation to their productive role alone. At the same time, the ninth Plan explicitly makes a commitment to human development, which is centered on the basic recognition of human beings as people.

1.9.1.3 Draft National Youth Policy (2001)

There is no Government Policy specifically for adolescents. However, the Draft National Youth Policy 2001, which provides a comprehensive overview of youth issues and concerns come closest to a policy of adolescents. The Draft Policy view youth as a vital resource to be nurtured for the development of the country, suggesting that the distinction between human capital and human development is not yet fully realised. The documents advocate that, “Working with youth and not merely for youth”. Furthermore, rather than confining itself to a policy for youth on important but atypical
activities such as sports, it highlights several areas of concern for adolescents and youth in the country today and emphasises an inter-sectoral approach. By placing responsibilities along with privileges for youth, it provides a space for the contribution of youth to communities and to social development. The policy lays stress on providing youth with “more access to the process of decision making and implementation of these decisions”. The elements of participation, access and leadership building have been clearly delineated as objectives of the policy.

The Draft Youth Policy actually makes a distinction between the age of adolescence (13 – 19) and the age of attainment of maturity (20 – 30 yrs). By marking the age of adolescence, the policy facilitates advocacy efforts for focus on adolescents in government programmes.

The Draft Youth Policy gives a special focus to adolescent health, their education including non-formal education and their nutritional requirements as “they are the most important segment of the population”.

1.9.1.4 National Policy on Education (1986 modified in 1992)

The main emphasis in the National Education Policy of 1986 is the eradication of illiteracy especially for the 15 to 35 age groups and universalisation of primary education. The adolescent age group partly forms part of children who are to be provided primary education and also a part of adults who are participants of adult literacy activity. However, the policy does not recognise adolescents as a group per se. This leads to overlooking their special needs. To some extent, the employment related educational needs are addressed through vocational education at the higher secondary
level. The Policy also talks about meeting the non-formal and need based vocational education of youth (15 to 35 years).

1.9.1.5 National Population Policy (2000)

The Policy has recognised the earlier invisibility of adolescents and views them as a section of population which needs to be addressed and are subject of one of the 12 strategic themes. They are specifically referred to in the sections on information, nutrition, contraceptive use, STDs and other population related issues. This is understandable in view of the crucial role adolescents will play in determining when we will reach replacement level of fertility and when India’s population will finally stabilise. There is a special mention about developing a health package for adolescents and enforcing the legal age of marriage.

1.9.1.6 Draft Health Policy (1999)

This policy expresses concern for the health of special groups such as adolescent girls, albeit only with regard to their nutritional needs.

1.9.1.7 Draft National AIDS Policy (2000)

This policy is a crucial component of the national health strategy. Since unprotected sex is a major source of AIDS and adolescents form a significant portion of the sexually active population, they should form a special focus group under the policy. Experimentation, lack of knowledge, peer pressures and a false sense of bravado make adolescents particularly vulnerable to STDs including HIV. One can say that even without specifically mentioning adolescents, the policy is crucially relevant to them and aims at addressing their needs.
1.9.1.8 National Nutrition Policy (1983)

The National Nutrition Policy has focused on adolescent girls and that too only relation to their role as mothers and housewives. Adolescent boys do not find any mention in the policy.

1.9.1.9 National Policy for the Empowerment of Women (2001)

The policy has recognised the girl child as a separate category and adolescent girls seem to be covered there under. The policy emphasises on nutrition and education, holistic approach to health, violence against them, sexual abuse of them and the rights of the girl child.

1.9.1.10 General conclusion regarding Policies

By way of conclusion, one can say that though adolescents are mentioned in many of the above policies, it is only in the later policies like the Population Policy 2000 and the Draft Youth Policy 2001 that the unique and special needs of adolescents have been recognised. Whether we have a separate Policy for adolescents or not, it is high time that we have nodal department to coordinate and monitor policies and interventions for adolescents.

It will be seen from the above that the present policies address themselves to specific sectors like education, health, family welfare, nutrition, HIV/AIDS; sports etc. or address certain population groups like women, children and youth. None of the policies however take an integrated and holistic view of adolescents. The rights approach to adolescent’s issues seems to be missing in all the policies. Adolescents in difficult circumstances like adolescents with disabilities, learning disorder, adolescent sex workers or
children of sex workers and street children need much visibility in policies. Except for the Draft Youth Policy, none of the other policies seem to be having taken the adolescent’s perception or participation into account.

Most of the state Governments follows central policies and even when they do have their own policies, they tend to rely heavily on the central policy thrusts and strategies.

1.9.2 Programmes for Adolescents

Even though there are no comprehensive programmes or schemes addressing all the needs of adolescents, a number of Government departments have interventions that impact the lives of adolescents.

1.9.2.1 The Department of Women and Child Development implements two major programmes for adolescents. The Adolescent Girls Scheme named *Kishori Shakti Yojana* aims at improving the nutritional and health status of adolescent girls (11-18 yrs), providing literacy and numeracy skills through the non-formal system, training and equipping adolescent girls with home based and vocational skills, promoting awareness and encouraging them to marry after 18 years. The *Balika Samridhi Yojana* aims at delaying the age of marriage and finally eliminating child marriage.

1.9.2.2 The Ministry of Youth Affairs and Sports is related to significant programmes like Nehru Yuva Kendra (NYK) which undertake activities like – programmes through youth organization, youth coordinators, etc. The NYKs also arrange training in Self Employment Projects to equip youth with income generating skills and vocational training for entering new trades more ably.
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The Youth Leadership Training Programme aims at identifying youth leaders and imbibing awareness on development issues.

In addition this Ministry provides support to Bharat Scouts and Guides, NCC and NSS at the senior secondary level. These are also important programmes to motivate adolescents for community service and self discipline.

1.9.2.3 The Ministry of Social Justice and Empowerment implements a scheme for providing educational facilities including scholarships and hostels for tribal girls.

1.9.2.4 The Ministry of Social Justice and Empowerment implements the Mahila Samakhya Programme which aims at ensuring equal access to educational facilities for adolescent girls and young women. Kishori Melas and other educational activities are organized to create opportunities for education and self development of adolescent girls. Adolescents also form a part of National Literacy Mission.

1.9.2.5 The Department of Family Welfare through its Reproductive and Child Health Programmes provide maternal care, including safe motherhood and nutrition facilities, prevention of unwanted pregnancies, safe abortion facilities to all women. Adolescents get subsumed under the general target group of women.

1.9.2.6 The Department of Health has a number of programmes to address the HIV/AIDS problem. Notable amongst these are the School AIDS education, the University Talks AIDS, the radio and TV programme which target adolescents. The Department is also collaborating with the Ministry of Social
Justice and Empowerment running drug de-addiction centers and supporting NGOs to do the same.

1.9.2.7 The Directorate General of Employment and Training, Ministry of Labour provides the facility of registration in employment exchanges for job placements and career counseling and vocational guidance to adolescents after class VIII or IX.

1.9.2.8 The Department of Rural Development under their Training of Rural Youth for Self Employment (TRYSEM) which is part of the Swarn Jayanti Swroozgar Yojana (SGSY) provides vocational and skill training to youth and adolescents.

1.10 MASS MEDIA AND ADOLESCENTS

Without communication an individual could never become a human being; without mass communication an individual could never become part of modern society. Socialisation is a life long active process, beginning at one’s birth. The child learns to socialise from the parents and the social groups he or she belongs to. As children grow up they come into contact with the other social groups, but their basic loyalties are to their own primary and secondary groups which provide them their set of attitudes, beliefs and norms of behaviour. The children of today come into contact with groups other than those in school; for instance, through the mass media, which give him/her access to remote groups and their cultures. Besides, the mass media provide models of behaviour, and norms of living. The child begins to imitate them, particularly in cases where he or she is least integrated into the family or the
Learning is an important part of socialisation. Children learn and acquire information from various sources. Schools and colleges for long have been the sole medium for imparting information and aiding in the acquisition of knowledge, and the teacher the only medium of communication for children. He taught his students orally. During the course of time with the invention of printing press led to the printing of books. Then came newspaper and magazine. Now for quite sometime, new mass media like radio, TV, computer are increasingly used in the field of education. With technological development, fast expanding knowledge and avenues of education; it is evident that media serves as an important source of information for a long wide range of topic. The mass media has opened a new dimension to the horizon of human world. By application of various media millions of people have come to acquire new ideas, philosophies, approaches and attitudes. We live in a society that depends on information to keep moving in the right direction and do our daily activities like work, entertainment, health care, education, personal relationship, travelling and anything else that we have to do. We acquire a great deal of information about events, persons or possibility beyond our direct experiences from newspaper, radio, film, TV as well as computer. Buckmister Fuller, the renowned thinker calls the television the “third parent”. Scram (1964) writes that mass media serves traditional, societal functions of communication: “as Watchman”, “as an aid to social
decision making” and “as a teacher”.

Regarding the role of Mass-media, UNESCO in a declaration made under Article IV reveals, “The mass media have an essential part to play in the education of young people in spirit of peace, justice, freedom, mutual respect and understanding, in order to promote human rights, equality of rights as between all human beings and all nations and economic and social progress. Equally, they have an important role to play in making known the views and aspirations of younger generation”, and later on this text was adopted at the 20th session of UNESCO general conference held in Paris on October-November, 1978.

1.10.1 Mass Media and Indian Adolescents

Youth, between the age group of 15-35, constitute nearly one-third of India’s population. They constitute an important target segment for the policy makers and their views have to be taken into consideration before framing and implementing a policy by the government, which may affect them both directly and indirectly. So, also are the youth of the country who have completed their higher education and are in the process of taking up jobs in various walks of life. This vibrant and strong resource of the country is motivated and mobilised to serve their motherland.

In order that the youth may grow up in a conducive atmosphere, a lot of preparation and care has to be taken by the government to see that they are guided properly and grow up in a good setting so that they can become better
citizens tomorrow. Thus, the government has a definite role to play in this process. The youth are to be brought up well and they have to be provided with every facility available within their means for a healthy and proper growth. The educational system provided to them has a responsibility to see that they are groomed well and are well prepared to meet the challenges that may be posed to them in tomorrow's world.

The Government has evolved a National Youth Policy. Its main objectives are to instill in the youth respect for the principles and values enshrined in our Constitution; to promote among them an awareness of our historical and cultural heritage; to help develop in them the qualities of discipline, self-reliance, justice and fair play; and to provide the youth with maximum access to education in addition to developing their personality. It also aims at making the youth conscious of international issues and involving them in promoting world peace and just international economic order.

The Government has set up the Rajeev Gandhi National Institute of Youth Development. Its objectives are training, documentation, research and evaluation and extension work for all youth related activities in the country. It also functions as a research agency and think-tank for youth programmes, policies and implementation strategies; to develop multi-faceted programmes for youth; function as an institute for advanced studies in the field of youth; function as a Centre for documentation, information and publication pertaining to youth development and work as a Resource Centre.

The media has a positive role to play in moulding children and youth. This role is not given or authorised by anyone but the media is vested with
this role by itself. Media moulds the character of citizens by providing information, education and entertainment to them. Media also acts as the forum for public discussion and debate thus providing an opportunity for citizens to express their ideas and vent their feelings. When it comes to youth, media provides to them not only information but also educates them on various aspects of the society pertaining to their higher studies, moral and spiritual growth and entertainment needs, among others.

Media in India has to bear in mind that it has to be socially responsible in order to survive and carry on its course of work naturally. Article 19 (1) (A) of the Indian Constitution talks about freedom of expression and speech. This covers the freedom of press too. This theoretically means that the media is free to do anything that pleases it. But it is bound by certain limitations and self-imposed moral obligations.

With the increasing involvement of private sector in the media (the print and the electronic), which has tremendous influencing power; both positive and negative, the media has to play with restraint and foresight so as to channelise the youth and develop in them the spirit of national pride, respect for India’s cultural heritage and responsibility for environmental issues besides social cohesiveness and empowerment of the deprived section of population. In a highly commercial competitive atmosphere, government has to evolve minimum regulatory regime to ward off undesirable elements trying to exploit the passions of youth and the impressionable minds of the children.

This media philosophy is a 20th century concept, and has come from the
newly liberated countries from colonial regimes. The media should be responsible to the society because journalism plays an important role in the lives of the people of these countries.

Media plays a pivotal role in promotion of culture and sustaining it also. It helps culture to grow with newer thinking and new hopes. Media brings to the doorsteps of the people all that is happening the world over. It makes the youth of a country aware of global social changes, developments, innovations, research and experiments being carried out in various fields aiming at changing the very human existence for betterment, etc. It inculcates in the youth the desire to learn more and more and imbibe the fast changing technologies and development processes while competing and vying with each other.

Youth and media play a healthy role in a developing country such as ours. However, there are problems that crop up from time to time in their relationship. These need to be resolved amicably in order to benefit the ultimate public aspirations and expectations.

The latest philosophy being followed in the Indian Media and Entertainment sector is to focus the content, programmes, the strategies on the youth of India. Targeting the youth has shown tremendous potential to be captured and profitably developed into a huge market and a source of revenue. But India still does not have an endemic brand especially for the youth. With the number of television channels increasing every day, the Media and Entertainment industry is witnessing a compromise in the quality of the content of the programmes.
Therefore, to survive in this competition, one of the latest strategies being followed by organisations is focusing on creating programmes for youth who constitute a major chunk of the Indian population. They constitute the section which spends most of the time in multiplexes, shopping and also the most liberal spenders. This is being done to capture and encash the market offered by the young viewers. Adlabs has entered in a pact with MTV with the aim to target the Indian youth. Nowadays, almost all the television as well as the film content is developed with the youth as its focus. A recent example is the movie Rang De Basanti, Three Idiots etc. Understanding their areas of interest, their preferences and tastes will also help to improve the base of youth viewers and can prove to be potential market for the interested players in the Media and Entertainment industry.

1.10.1.1 Adolescents readership in India

How much and what the Indian youths are reading? For answering this question the National Book Trust (NBT) in India undertook a readership survey among the youth of the country. The survey was conducted by the National Council of Applied Economic Research in 2009. According to Bipin Chandra, Chairman of NBT, “We often say that youngsters these days just don’t read much. In order to really assess the situation, we are conducting a national readership survey amongst the youth to see how much they read and what do they read.”

The survey aimed at preparing a detailed demographic profile of the Indian youth (13-35 years) according to sex, age, level of education, occupation and other socio-economic characteristics. It was also expected to
explore the usage pattern of various information sources, in the print and electronic media in terms of accessibility, frequency, time spent, place of exposure etc. It was an attempt to understand the readership status, reading habits and preferences of the Indian youth.

1.10.1.1.1 Result of the survey

The survey — with a sample of over 3,11,431 literate youth (1,02,021 rural and 2,09,410 urban) covering 432 villages in 207 districts as rural and 753 urban blocks in 199 towns as urban—is a first-of-its-kind exercise aimed at providing an objective understanding of the media consumption, reading habits and preferences of literate Indian youth.

1. India's youth population grew at over 2% to 459 million in 2009 from 390 million in the 2001 census, while the literate youth population grew at a more rapid 2.5% to 333 million from 273 million. Growth was faster in urban India (3.15% a year) than in rural India (2.11%).

2. Of the country's total youth population of 459 million, literate youth constitute around three-fourths, numbering 333 million. Literate youth in rural India number 207 million (62.1% of the total) and 126 million (or, 37.9%) in urban areas. A large proportion, over 41%, is in the older 25-35 age group, followed by teenagers (36.7%), with the rest in the 20-24 age brackets (22.1%).

3. Almost three-fourths (73%) of literate youth in the country are from schedule castes (22.7%), schedule tribes (9.8%) and other backward classes (40.3%), according to the survey. Currently, caste-based reservation in educational institutes stands at 15% for SCs, 7.5% for STs and 27% for OBCs.
4. Awareness of government flagship social schemes like the National Rural Employment Guarantee Scheme and Sarva Shiksha Abhiyan is higher among rural youth compared to city dwellers.

5. Television emerges as the biggest media, with over 77% of the 333 million literate, or 259 million, youth exposed to it. Newspapers too are able to maintain their dominance, with over half (53%) of all literate youth, or 177 million, exposed to them. But in terms of preferred media for news & current affairs, newspapers win hands down, with around two-thirds (63.4%) selecting them compared with just a third (22.2%) for television.

6. Book readers (non-syllabus) number around 83 million (25% of literate youth), of which 39 million are in urban areas and 44 million in rural India.

7. Television emerges the biggest engager, with average time spent a day at over 97 minutes. Radio (61 minutes), magazines (44 minutes) and newspapers (32 minutes) lag far behind. Though the Internet reaches fewer than 4% of all youth (8% in urban areas), time spent with the medium is proportionately higher at over an hour a day (70 minutes), reflecting the medium's stickiness.

8. Newspapers and the Internet share a high out-of-home exposure. Around half of all youth get to read a newspaper outside their homes, with shops/cafes/restaurants and neighbours as chief access points. Around two-thirds accessed the internet at cyber cafes and/or the workplace.

1.11 UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (CRC): (Age upto 19 yrs)

The UN Convention of the Right of the Child, adopted in 1989 and
ratified by all but two countries, clearly spells out the rights to which all children everywhere are entitled.

Several of the CRC's key articles deal with media and children. Article 17 spells out the important role of media to disseminate information that promotes the child's well being in the broadest sense, giving states specific tasks.

State parties recognise the important functions of mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral being and physical and mental health. To this end, state parties shall –

a) Encourage mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article – 29;

b) Encourage international cooperation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

c) Encourage the production and dissemination of children book;

d) Encourage the mass media to have particular regards to the linguistic need of the child who belongs to a minority group or who is indigenous;

e) Encourage the development of appropriate guidelines for the protection of the child from the information and material injurious to
his or her well being; bearing in mind the provisions of article 13 and 18.

Article 12 of the CRC recognises the rights of the children to express their own views in matters affecting them.

Article 13 enshrines the rights to freedom of expression.

"... This right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child’s choice”.

Article 17 together with Articles 12 and 13, should contribute not only to the development of well informed citizens, but to young people’s voice heard more and more through the mass media. It sends a clear message that children should be both participants in and beneficiaries of the information revolution.

Mass media plays a paramount role in today’s society, as it showers over increasing numbers of people all around the world. Mass media caters to a diverse audience, ranging from children to adolescents to adults. Among said audience, “adolescents are vigorous users of the information broadcasted in media” (Werner Wilson, Morrissey and Fitzharris, 2004). Adolescents seem to be a predominant target by the media as they are constantly seeking information from it. The studies made by Payne Fund have concluded that mass media have measurable effect on attitude and behaviour particularly in case of children and adolescents. Adolescence is the stage when the boys and girls can be easily motivated, instigated and influenced. The importance of adolescence must be measured by its persistent and pervasive influences.

Until the mid of the last century, most of the adolescents spent their
free time together with adults and monitor the behaviour and activities of the social group. Therefore, adolescents get the abilities they need in society to get well integrated. Until that time parents, brothers, sisters and relatives were the most important examples for children and adolescents. After increasing of the technology and globalisation, mostly everything changed. New media were created and they not only changed the manufacturing process but also the quality and size of products. These have effect on the social behaviour and relationship among young people. The media which influence the life of adolescents most are mass media like newspaper, magazine, radio, TV, computer, internet, etc.

When the children enter adolescence, there is an abrupt change in recreational interest in both the sexes. Recreation contributes to mental health of adolescents by providing them opportunity to express their pent up emotional feelings. Adolescents engage themselves in recreational activities such as reading, writing, radio listening, watching TV and movies, computers, etc. These show that media instantly communicates with the adolescents. Media provides information, guidance and creates awareness among adolescents. It can assist changes in attitudes by reinforcing ideas and providing real or ideal models as behaviour and can raise aspirations for better standard of living. The media can thus contribute towards the development of skills, tastes and images current in a society. Besides all above the radio, magazine, the movies and the television have all been charged with being the instigator of socially undesirable behaviour.
1.12 MEDIA AND YOUTH CULTURE

One of the sections of society most influenced by changes in the social and economic environment is that falling broadly within the adolescent’s age group. The predominance of a market driven economy and life style has led to an explosion of interest in the media for young people. Images and information beamed by the media, particularly TV and magazine, strongly influence the behaviour and life choices for adolescents. With the increased trend towards globalisation, multicultural identities get subsumed in a homogeneous acculturation of youth, which further enhance its sense of alienation. As a result youth all over the world share some universal trait. Music plays an important role or central to youth culture. Music is believed to influence youth culture more than any other form of media. Young people use music and other forms of media to define and express their identity and form values. Young people are drawn to certain styles of media because media reflects their attitudes and moods. Adolescents are fundamentally more optimistic, more open and curious than other adult counterparts.

Proliferation and globalisation of media are among the key factors that have shaped and defined the current generation of young people. In many countries youth have access to a greater number of multimedia choices than ever before – conventional, satellite and cable TV channels; radio stations; newspapers and magazines; the internet and computer and video games. In addition, many are exposed to the same programmes, the same characters and the same marketed spin off products. Today, there is greater availability of foreign programming and media and less official censorship and control in
many parts of the world. Information, e-mail and images flow around the world faster and more freely than ever before. Indeed, mass media are making the world smaller and culture and media are increasingly inextricable especially, for young people. It can easily affect, change, mould and shape the life style and pattern of behaviour of adolescents all over the world and also generate interest in acquiring knowledge, sport, national, international politics and making more effective participants in various affairs.

1.13 STATEMENT OF THE PROBLEM

The research problem undertaken is entitled as “Influence of mass media on psycho-social behaviour of the adolescents”. This study aims to make an endeavour to explore how mass media (i.e. print and electronic media) play an important role on the change of psycho-social behaviour of adolescent boys and girls.

1.14 OPERATIONAL DEFINITION

Meaning of the terms used in the study is mentioned below.

1.14.1 Influence

According to Oxford Advanced Learner’s Dictionary, the word “influence” means the power to affect somebody’s actions, character or beliefs.

1.14.2 Mass Media

It is a very powerful audio-visual aid or medium of imparting education to large number of individuals at a time. For this study, the
influence of newspaper and magazine will be taken under print media and under electronic media television, radio and computer will be taken.

1.14.3 Psycho-social

In this study "psycho" means the mental behaviour related to attitude, values, and beliefs of adolescents and according to the Dictionary of Education the word "social" means pertaining to the interaction of organism in groups, usually the interaction of human organism with society.

1.14.4 Behaviour

According to Oxford Advanced Learner’s Dictionary, the word‘behaviour’ means the way in which someone acts in a certain situation. In the words of R.S.Woodworth, “Any manifestation of life is activity and behaviour is a collected name for all such manifestations”.

1.14.5 Adolescents

In this study, the term ‘adolescents’ means the students (boys and girls) of Class XI and XII of higher secondary schools, colleges and junior colleges i.e. middle adolescence stage.

1.15 SIGNIFICANCE OF THE PRESENT STUDY

Adolescence is the most important period of human life. It is defined as a phase of life characterised by rapid physical growth and mental development; physical, social, psychological changes and maturity, sexual maturity, experimentation, development of adult mental processes and a move from the earlier childhood socio-economic dependence towards relative independence. During this period boys and girls develop various types of
interests such as social interest, recreational interest, personal and vocational interest, etc. Adolescents have very special and distinct needs which can no longer be overlooked. It is also essential to invest in adolescents as they are the future of the country. They need to be helped to help themselves and to be helped to do it alone.

The adolescent is neither a child nor an adult. This fact is often omitted by the parents and teachers. At one moment, they call him to be too young to take an independent decision and interfere with his plans off and on and at the other moment; they look down upon him if he is unable to arrive at a decision which they expect from him.

In the words of Nelson Mandela, "My dear young people: I see the light in your eyes, the energy in your bodies and the hope that is in your spirit, I know it is you, not I who will make the future. It is you, not I who will fix our wrongs and carry forward all that is right in the world" (News Guide, 31/10/2008).

"Influence of mass media" means different things to different people. A psychologist, for example, has 'psychological' influence in mind when talking about the mass media; the sociologist, the 'social' influence; the anthropologists, the 'cultural' influence; the economist, the 'economic' influence; the preacher, the 'moral' influence; the advertiser, the 'market' influence ... and so on. Parents too are concerned about the amount of time their children spend with television, music, films, books, etc. and the effects this might have on their children's behaviour and attitude. Then there are school teachers who are worried about their students' exposure to adult
material, and the police who scapegoat the media for social violence and delinquency.

Mass media is common and widespread among the adolescents. If one was to ask what is today’s most powerful vehicle in the moulding of beliefs, attitudes, values and life styles, one should say it is the mass media. Mass media feed the people with the latest information and create the need for change in contemporary society. It also provides guidance and creates awareness. They can assist changes in attitudes by reinforcing ideas and providing real or ideal models as behaviour and raise aspirations among adolescents. Again it has been our feeling that mass media may have both positive as well as negative role in society by providing knowledge, new information and eradicating social evils which although influence all the people yet adolescents are mostly influenced by it and a society or country’s development depends on the proper psychological and social development of this human resource. Therefore, the investigator felt the need of studying the influence of mass media on psycho-social behaviour of adolescents.

1.16 OBJECTIVES OF THE STUDY

The main objectives of the present study are:

(i) To study the influence of print media on psycho-social behaviour of adolescents.

(ii) To study the influence of electronic media on psycho-social behaviour of adolescents.

(iii) To study the comparative influence of print media and electronic
media on psycho-social behaviour of adolescents.

(iv) To study the influence of mass media on the attitude of adolescents regarding love, sex, drug use, etc.

(v) To study the influence of mass media on the values among the adolescents.

(vi) To study the influence of mass media on the interest among the adolescents.

1.17 HYPOTHESES

On the basis of the objectives, following hypotheses were formulated.

Ho: There is no significant influence of print media on psycho-social behaviour of adolescents.

Ho: There is no significant influence of electronic media on psycho-social behaviour of adolescents.

Ho: There is no significant difference between the influences of print media and electronic media on psycho-social behaviour of adolescents.

Ho: There is no significant influence of mass media on attitude of adolescents regarding love, sex and drug use.

H: There is influence of mass media on the values of the adolescents.

Ho: There is no significant influence of mass media on the interest of the adolescents.