CHAPTER 7

SUMMARY, FINDINGS, CONCLUSION AND SUGGESTIONS

"Advertising is a non-moral force, like electricity, which not only illuminates but electrocutes. Its worth to civilization depends upon how it is used."

- J. Walter Thompson
7.1 INTRODUCTION

The essence of being in business for any business outfit is to produce for sales and profits. In order to remain in business an organization must generate enough sales for its products to cover operating costs and post reasonable profits. For many organizations, sales estimate is the starting point in budgeting or profit planning. It's so because it must be determined, in most cases, before production units could be arrived at as production units will in turn affect material purchases. However, making decisions on sales is the most difficult task facing many business executives. This is because it is difficult to predict, estimate or determine with accuracy, potential customers' demands as they are uncontrollable factors external to an organization.

Considering, therefore, the importance of sales for business survival and the connection between customers and sales, it is expedient for organizations to engage in programmes that can influence consumers' decision to purchase its products. This is where advertising and brand management are relevant. Advertising is a subset of promotion mix which is one of the 4P's in the marketing mix i.e. Product, Price, Place and Promotion. As a promotional strategy, advertising serves as a major tool in creating product awareness and conditions the mind of a potential consumer to make eventual purchase decisions.

Advertising carries several responsibilities. Advertising informs the public so that they can beware of products and make informed choices among different
products or brands. Advertising also benefits businesses in assisting them to sell their products. But while dispensing its role as a dream merchant, advertising has also been in the vortex of controversy of the many ills that it brings to society. *It is accused of encouraging materialism and over consumption, of stereotyping, of causing us to purchase items for which we have no need, of taking advantage of children, of manipulating our behavior, using vulgarity to sell, and generally contributing to the downfall of our social system.*

Advertising does not function in a vacuum but in a market environment where several forces like consumer needs, business interests and government regulations are at work. It is a powerful force in terms of its persuasiveness and a critical social role. *Moreover the high visibility and pervasiveness, that it generates criticism and controversy.* Much of this controversy springs from the fact that advertising is used more as a persuasive communication tool thereby creating serious impact on the tastes, values and lifestyles of society. An effort was made through the present study to assess the impact of advertisements on students in terms of buying behavior and spending pattern, the student’s attitude and behavior towards advertisements.
7.2 SUMMARY

The topic "Impact of advertisement on students: An empirical study of students from Goa" was carried out to study four objectives mentioned earlier and the respective hypothesis. The entire report was divided into seven chapters.

The topic is introduced in Chapter No 1, which gives the background of the topic, objectives, hypothesis, methodology, and the importance of the study. The theoretical background of the topic is presented in Chapter No 2, to establish that the present study does not resemble any other study at the National or International level.

The first objective is dealt in detail in Chapter No 3- "Buying Behaviour and spending pattern of the students". "General Impact of advertisements on students" is discussed in Chapter No 4. Chapter 5 and 6 deals with - "Students Attitude towards advertising" and "Consumer Behaviour towards advertising respectively"

<table>
<thead>
<tr>
<th>#</th>
<th>Aspects of Advertising Tested based on:</th>
<th>Gender</th>
<th>Locality</th>
<th>Region</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Influence of Advertising on Buying Behaviour and Spending Pattern</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>General Impact of Advertisement</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Rejected</td>
</tr>
<tr>
<td>3</td>
<td>Attitude towards Advertisement</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Rejected</td>
</tr>
<tr>
<td>4</td>
<td>Behaviour pattern towards Advertisement</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

The Impact of advertisement on students: An empirical study of students from Goa
In order to test the hypothesis, several statements were designed. The statements were tested individually and then the result was compiled to accept or reject the hypothesis. The consolidated result is given in the Table 7.2. The overall decision on acceptance or rejection is taken based on the total number of acceptance or rejection of individual statements. This result is given in Table no 7.1.

Table 7.2: Tabular representation of the Hypothesis Testing Carried out

<table>
<thead>
<tr>
<th>#</th>
<th>Aspects of Advertising Tested based on the Objectives:</th>
<th>Gender [M/F]</th>
<th>Locality [U/R]</th>
<th>Region [S/N]</th>
<th>Education [S/H/O/P]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Influence of Advertising on Buying Behaviour and Spending Pattern</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Ownership of TV &amp; Watching Ads</td>
<td>.18</td>
<td>.17</td>
<td>.75</td>
<td>.02*</td>
</tr>
<tr>
<td></td>
<td>Watching of Ads &amp; Factors attracting</td>
<td>.00*</td>
<td>.00*</td>
<td>.00*</td>
<td>.54</td>
</tr>
<tr>
<td></td>
<td>Time spent on watching Ads</td>
<td>.75</td>
<td>.45</td>
<td>.27</td>
<td>.32</td>
</tr>
<tr>
<td></td>
<td>Pocket money &amp; Consumption</td>
<td>.02*</td>
<td>.44</td>
<td>.00*</td>
<td>.56</td>
</tr>
<tr>
<td></td>
<td>Pocket money &amp; Vices</td>
<td>.00*</td>
<td>.57</td>
<td>.00*</td>
<td>.67</td>
</tr>
<tr>
<td></td>
<td>Watching Ads &amp; Consumption</td>
<td>.01*</td>
<td>.57</td>
<td>.07</td>
<td>.26</td>
</tr>
<tr>
<td></td>
<td>Watching Ads &amp; Vices</td>
<td>.84</td>
<td>.74</td>
<td>.62</td>
<td>.27</td>
</tr>
<tr>
<td>2</td>
<td>General Impact of Advertisement</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Watching Ads</td>
<td>149</td>
<td>236</td>
<td>.999</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Desire for Products</td>
<td>.223</td>
<td>503</td>
<td>.596</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Source of Information</td>
<td>.837*</td>
<td>373</td>
<td>.747</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Role Model</td>
<td>.001*</td>
<td>885</td>
<td>.668</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Drinking &amp; Smoking</td>
<td>.837</td>
<td>.097</td>
<td>.010*</td>
<td>.249</td>
</tr>
<tr>
<td></td>
<td>Modeling as a Career</td>
<td>.000*</td>
<td>860</td>
<td>.063</td>
<td>.256</td>
</tr>
<tr>
<td></td>
<td>Influence on purchase</td>
<td>.884</td>
<td>933</td>
<td>.933</td>
<td>.715</td>
</tr>
<tr>
<td>3</td>
<td>Attitude towards Advertisement</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Ads should be banned by law</td>
<td>.880</td>
<td>.097</td>
<td>.695</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Reading/seeing Ads is waste of time</td>
<td>.449</td>
<td>875</td>
<td>.102</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Ads are unnecessary</td>
<td>.066</td>
<td>848</td>
<td>.053</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Do not buy advertised products</td>
<td>.561</td>
<td>.285</td>
<td>.022</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Ads are uneducative</td>
<td>.275</td>
<td>.014*</td>
<td>.127</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Ads are not informative</td>
<td>.026</td>
<td>918</td>
<td>.156</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Ads generate intense desire to buy</td>
<td>.003*</td>
<td>.021</td>
<td>.182</td>
<td>.055</td>
</tr>
<tr>
<td></td>
<td>Ads helps to make better choice</td>
<td>.002*</td>
<td>235</td>
<td>.128</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Advt expenses is waste</td>
<td>.809</td>
<td>.484</td>
<td>.786</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Advt forces people to buy products</td>
<td>.841</td>
<td>.019*</td>
<td>.092</td>
<td>.010*</td>
</tr>
<tr>
<td></td>
<td>Ads takes undue advantage of vulgarity</td>
<td>.350</td>
<td>.000*</td>
<td>.494</td>
<td>.001*</td>
</tr>
<tr>
<td></td>
<td>Some Ads cannot be seen or heard in the company of others</td>
<td>.322</td>
<td>.643</td>
<td>.281</td>
<td>.436</td>
</tr>
<tr>
<td></td>
<td>Ads are exaggerate</td>
<td>.139</td>
<td>.300</td>
<td>.239</td>
<td>.269</td>
</tr>
<tr>
<td></td>
<td>Ads has no utility role to play in society</td>
<td>.027</td>
<td>.001*</td>
<td>.000*</td>
<td>.000*</td>
</tr>
<tr>
<td>4</td>
<td>Behaviour pattern towards Advertisement</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Accepted</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Ads are essential</td>
<td>.307</td>
<td>787</td>
<td>.192</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Ads are source of information</td>
<td>.031*</td>
<td>.010*</td>
<td>.774</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Ads are truthful and ethical</td>
<td>.173</td>
<td>.062</td>
<td>.566</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Ads are amusing &amp; entertaining</td>
<td>.854</td>
<td>.901</td>
<td>.001*</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Ads informs about fashion and products</td>
<td>.144</td>
<td>450</td>
<td>.378</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Ads improves the standard of living</td>
<td>.630</td>
<td>.361</td>
<td>.912</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Ads results in better product for public</td>
<td>.762</td>
<td>.376</td>
<td>.943</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Ads tells the features of products</td>
<td>.163</td>
<td>.586</td>
<td>.212</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Ads promote good values in the society</td>
<td>.659</td>
<td>.766</td>
<td>.085</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Ads lower the prices</td>
<td>.440</td>
<td>.756</td>
<td>.029*</td>
<td>.000*</td>
</tr>
<tr>
<td></td>
<td>Vulgarity in advertisement is essential</td>
<td>.000*</td>
<td>.405</td>
<td>.683</td>
<td>.142</td>
</tr>
</tbody>
</table>

Source: primary data * Significant at 5% level of significance
7.3 FINDINGS

As stated earlier, for each objective a separate hypothesis was formed which was arranged in separate chapters. The hypothesis with the help of a suitable statistical tool was then analyzed and tested separately to draw the conclusion.

7.3.1: Chapter - 3 titled "Buying Behavior and Spending Pattern of Students" deals with the second objective of the study. It analyses the impact of advertisements on the buying behavior and spending pattern of the students. For the purpose, collected data was classified based on the Gender, Locality, Region and Educational background. The hypothesis such as: "The buying behavior and spending pattern of the students from Goa is not influenced by TV advertisements" was formed. This was tested with the help of statistical tools such as percentage and the chi square.

Information was collected on the basis of seven aspects; viz.; ownership of TV & watching advertisements; watching of advertisements & factors attracting; time spent on watching advertisements; pocket money & consumption of selected products; pocket money & vices; watching advertisements & consumption of selected products; and also watching advertisements & vices.

Following were the findings in brief:

1) Irrespective of whether they have T.V. at home or not, most of the students like to watch advertisements. This is evident from the fact
that the majority of the students who do not have T.V. at home also watch TV in general and advertisements in particular.

2) Among the various factors of attraction; color, model, appeal, vulgarity; the majority of the students were attracted towards advertisements because of its appeal followed by the model.

3) Another important issue that is associated with T.V. is that, students spend unnecessary time in front of T.V. and thus waste their time. In connection to this, it was found that students on an average spend about one hour in front of the T.V. watching T.V. programmes. This is quite reasonable. And therefore, the very myth that they spend more time in front of TV can be over ruled.

4) As far as consumption pattern of selected products, considered to be harmful to the health is concerned, it was seen that students from different categories of income like soft drinks followed by ice creams and chocolates. This shows that advertising does influence the consumption of products which are harmful.

5) One interesting fact proved by the survey was that, majority of the students do not smoke, drink or chew Gutka.

From the consolidated Chi-square testing $p$ values shown in Table 7.2 and 7.1, it is clear that the hypothesis formed is accepted. This is because, in most of the individual cases, the Chi square values are more than 0.05 at 5% level of
significance. And therefore we can say that the buying and spending pattern of the students is not influenced by the advertisements.

Thus from the above, it can be concluded that though the advertisements have become a part and parcel of our day to day life, the fear that it influences our buying behavior and spending pattern can be ruled out. The study conducted for the purpose clearly proves the matured approach of the students towards advertisements. It means that they can easily identify the very purpose of advertisements. They can distinguish between the commercials and non-commercials. Lots has been said and written about advertisements. No doubts in theory as well as in practice, advertisements do have its own lacunae, do suffer from limitations etc. But the fact is if one is mentally strong and emotionally firm, nobody can influence one's own mind, not even advertisements.

7.3.2 Chapter – 4 titled as "General Impact of Advertising on Students" focuses on analyzing the general impact of advertisements on students in terms of seven aspects; viz.; watching / reading advertisements; desire for the products which is advertised; whether advertisements provide needed information; whether students believe in the model in the advertisement; whether advertisement influences drinking / smoking habits; whether advertisement motivated towards taking modeling as a career; and whether purchasing decisions are basically influenced by advertisements. This chapter
Summary, findings, conclusion and suggestions

deals with the second objective of the study. The hypothesis formed was: "The general impact of TV advertising on the students from Goa is not significant".

The data collected was organized, and classified based on Gender (Male and female), Location (Urban and Rural), Region (South and North) and Education (SSCE, HSSCE, Graduates, and P.G.). The statistical tools such as Percentage, Mean score, Independent sample 't' test, One way ANOVA and Post hoc test were used to analyze and test the hypothesis. The findings can be summarized as under:

1) The students do like to watch advertisements irrespective whether they have a T.V. at home or not. Along with the programmes they also like to watch advertisements.

2) The continuous watching of advertisements does not in any way influence their purchases. In this regard, students showed a great deal of maturity. It is also revealed that students do not desire for the advertised products.

3) Students agreed that advertisements do provide them with information needed to make an intelligent choice.

4) The inclusion of popular personalities in the commercials, their testimonies, has no influence over the students purchasing decision making process.
5) The students showed no interest in pursuing their career in modeling which is a highly paid but short lived profession.

6) The social menace such as drinking or smoking, if any by these students, is not influenced by any form of TV advertising.

7) Similarly the purchases too are not influenced by advertisements.

From Table 7.1 and 7.2, it can be seen that the hypothesis formed for the purpose is accepted except in case of students with different educational background. It means that the general impact of advertisements on students is not significant. However, the students with different educational background showed a different trend.

7.3.3 Chapter - 5 titled as "Students Attitude towards Advertising" deals with the third objective of the study, and focuses on analyzing the general attitude of students towards advertising with respect to the following attributes: All advertisements should be banned by the law; Reading or seeing most of the advertisements seems to be a waste of time; Most of the advertisements are unnecessary; I do not buy the products, which are advertised for; Most of the advertising is highly uneducative; Advertisements are not informative source of existing products and new products; Advertisements produce intense desire to buy the concerned product; Advertising helps to make better selection; Advertising expenditure is a waste; Advertising force the people to buy the product which they do not
need; Advertising takes undue advantage of vulgarity; Certain advertisements cannot be seen or hear in the company of children or parents; Most of the advertisements are exaggerated; Advertisements have no utility or role to play in society.

The hypothesis, "The attitude of the students from Goa towards advertising is positive and matured" was formed for which information was collected using the Likert scale.

The data collected on the above attributes was organized and classified based on Gender (Male and female), Location (Urban and Rural), Region (North and South Goa) and Education (SSCE, HSSCE, Graduates, and P.G). The statistical tools such as Percentage, Mean score, Independent sample t test, One way ANOVA and Post hoc test were used. The findings are summarized in to the following points:

1) In spite of the known negative impact of advertising on the society, the students felt that banning advertisements legally is not a solution to curb the menace spread by the advertisements.

2) Students opined that, watching an advertisement in no way does not hinder their entertainment process nor does it result in a waste of time.

3) Students were of the opinion that most of the advertisements were unnecessary and could be curtailed.
4) The survey proved that the student’s attitude towards advertising is positive and matured. One can draw a conclusion through the responses that they had given and indicate that they know the very purpose of advertising.

5) The students were of the opinion that, the educational value present in an advertisement was not seen. It means that most of the advertisements were more of commercial in nature.

6) The students agreed that information regarding the products, i.e., existing and new, flow smoothly from the desk of the advertisers to them through various forms of advertisements.

7) The survey also revealed advertisements helped the students to make better selection of the products among various alternatives available to them in the market.

8) The students have shown a matured approach towards advertising as an economic activity. Majority of them understood the importance of it in the economy and disagreed that expenditure on advertisements is a waste.

9) Advertisements today are characterized by vulgarity in general. Exhibiting women in semi nude position and treating them as an object of lust, use of vulgar and double meaning language is common in advertisements now a days. Students who participated in the survey also agreed that advertisements take undue advantage of vulgarity.
10) The students also revealed that they feel awkward seeing vulgar advertisements in the presence of their family members. They also felt that most of the advertisements were exaggerated. They misguide, mislead and are deceptive. However, they agreed to the fact that advertisements could be used as an important tool in the society to educate the masses.

The test result (Table 7.1 and 7.2) also proved that the hypothesis except in case of students with different educational backgrounds, in all the remaining cases was accepted. It means that the attitude of the students towards advertisements is positive and matured except in case of students with different qualification. Therefore again it is proved that the education of the students does play an important role in the attitude formation of the students towards advertisements.

7.3.4 Chapter - 6 titled as “Students Behavior towards Advertising” focuses on analyzing the behavioral pattern of students towards advertising with respect to the ethical issues. It deals with the fourth and last objective of the study. The hypothesis, “The behavior of the students from Goa is not influenced by T.V. advertising” was formed. The data collected for the purpose was organized and classified based on Gender (Male and female), Location (Urban and Rural), Region (South and North Goa), and Education (SSCE, HSSCE, Graduates and P.G.).
The statistical tools such as *Percentage, Mean score, Independent sample ‘t’ test*, *One way ANOVA and Post hoc* test were used to analyze the data. The data was collected on the attributes such as: *Advertising is essential; Advertising is valuable source of information about local sales; In general advertising is truthful and ethical; Quite often advertising is amusing and entertaining; From advertising I learnt about fashion and products to impress others; Advertising helps us to raise our standard of living; Advertising results in better products for public; Advertising tells which brands have the feature I am looking for; Advertising promotes good values in the society; In general advertising results in lower price; Vulgarity in advertising today is essential.*

Given below are some of the important findings:

1) The study revealed that the advertising in today's modern world is essential. It means that in spite of severe criticisms against advertising, the students still were of the opinion that advertising does play a very important role in their day to day life.

2) Students felt that an advertisement disseminates valuable information about products available in the market.

3) The worst criticism leveled by the students against advertisements was that, advertisements were unethical and untruthful. Thus, though they treat advertising as essential and as an important source of information, yet, students do not completely trust the contents
because most of the advertisements were not really catering to the needs of the consumers. They considered advertisements to be deceptive, exaggerated, and most of the times, misleading.

4) It also suggests that advertising harms the cultural and other value system in the society.

5) Students considered advertising as amusing and entertaining. It provides them recreation and acts as a source of entertainment in their day to day life.

6) Students agreed that they learnt from various advertisements about the fashion trends and products to impress others. This clearly indicates that students update themselves on the new fashions and the new arrivals in the market from the advertisements.

7) Through advertisements, students come to know about the new products that have arrived in the market. It helps them to improve their standard of living. Majority of the students agreed that from advertising they come to know about the product features which they are looking for. Thus, it saves their time in searching for the information.

8) The students felt that advertisements corrupt the value system in the society. They felt that advertisements can do a lot in the field of societal reforms, which the present system of advertisements is not doing.
9) Another important economic revelation made by the students was that advertisements do not decrease the prices of the product. Further, it is also proved that the students do not like the advertisements which are vulgar in nature or uses vulgar themes used for promoting the products by the companies.

Thus from the above and with reference to Table 7.1 and 7.2, we can conclude that the above hypothesis is accepted except in case of students with different educational background. Again in this case too, the education of the students was a deciding factor on the behavior of the students towards advertisements.

7.4 CONCLUSION

Thus with the above discussion and the discussion in the preceding chapters, we can conclude that the students choice to watch advertisements is not influenced by the ownership of T.V. at home. The students like the advertisements because of the commercial message it carries. They also like advertisements because of the popular models acting in them. Interestingly, the vulgarity in advertisements did not find any place in the interest of the students. Further it was seen that the students do consume various products such as Cold drinks, Ice creams and chocolates. However, Vices such as smoking, drinking, chewing of Gutka found no place in students list of preferences which are influenced by Advertising. While watching advertisements and buying advertised products, students showed a great deal of maturity. However they agreed that advertisements provide them with
necessary information to make an intelligent choice but do not believe the testimonies given by their favorite models. They also showed no inclination to pursue a career in modeling.

Further, it is evident from the survey that banning advertisements is not an ultimate solution. With the commercial breaks coming on very often, in no way it interfered with the entertainment part of the students. Advertisements help students in taking purchase decisions and help them to make a better selection. Students agreed that an advertisement is an important economic activity that provides information about the product. However, they also opined that advertisements are un-educational, vulgar, and exaggerated. The students felt that in spite of severe criticism, advertisements were essential as they were informative, amusing and entertaining. From the advertisements they learnt about the fashion, which helps them to upgrade themselves and improve their standard of living. It saves their time in shopping. However, students felt that advertisements were unethical, untruthful, and vulgar in nature and did not decrease the prices of the products.

Thus based on the information available from the study, it can be concluded that (1) *Advertisements do not influence the spending pattern and buying behavior of the students* (2) *General impact of advertising on students is positive.* (3) *The attitude of students towards advertising found to be positive* and (4) *The student's behavior towards advertising also found to be positive.*
With this as a backdrop, some of the suggestions that need to be integrated in the present system of controlling mechanism of advertising in India can be as follows:

The nation needs a well defined control system to curb the menace spread by advertisement. At present there are numerous laws that protect the consumers from the various tactics of the manufacturer or seller. There is a need to have a separate law in this regard. All the provisions scattered in bits and parts in different laws can be clubbed together under one Act.

In India, there are state laws as well as self-regulating laws to regulate the advertisements. A state law includes various provisions included in various Acts pertaining to advertisements. Some of them are:

1) MRTP Act 1969: The year 1969 saw the emergence of Government regulation that strived to curb the monopolies and other such practices that hampered the welfare of the consumers. The Act was passed with a view to protect concentration of economic power, control of monopolies and prohibit monopolistic and restrictive trade practices. Through the amendment of 1984, a provision regarding the consumer protection, namely unfair trade practices was inserted. Section 36 A of the Act deals with 5 major Unfair Trade Practices:

   a) Any misleading, false, and wrong representation either in writing (i.e. in advertisements, warranty, guarantee etc.) or oral (at the time of sale)
actual or intended, even if actual injury or loss is not caused to the consumer/buyer constitutes as unfair trade practices;

b) Sales, where there is an element of deception;

c) All business promotion schemes announcing 'free gifts', 'contests', etc. where any element of deception is involved;

d) Violation of laws existing for protection of consumers;

e) Manipulating sales with a view to raising prices.

2) Consumer Protection Act 1986: The main aim of the Act is to provide protection of interest of consumers against unfair trade practices adopted for the purpose of promoting sales. Such unfair trade practices includes:

a). Misleading advertisements

b) Offering gifts and prizes etc

c) Not conforming to prescribed standards

d) Hoarding or destruction of goods

3) Drug and Magic Remedies (Objectionable Advertisements) Act 1954: This Act has been enacted to control the advertisements of drugs in certain cases and to prohibit the advertisement for certain purposes of remedies alleged to possess magic qualities and to provide for matters connected therewith. Some of the provisions included in the Act are
a) Prohibition of advertisements of certain drugs for treatment of certain diseases and disorders (section 3)

b) Prohibition of misleading advertisements relating to drugs (Section 4)

c) Prohibition of advertisements of magic remedies for certain disease and disorders. (Section 5)

d) Prohibition of import into, and export from, India certain advertisements

(Section 6)

Besides, Doordarshan and the Ministry of Information and Broadcasting, which are state organizations, do have their own code of conducts. However, there is no independent Act as such where all the provisions scattered under different Laws can be clubbed together for the purpose of convenience. This will facilitate the common men to fight against menace spread by advertisements.

As far as the State Laws are concerned, the following can be implemented:

a) Enactment of a separate Act/Law by integrating all the provisions of advertising under one roof. The Act may include the following:

i) A complete ban on using children as models. This type of bans will reduce the abuse and torture (mental as well as physical) of children in the advertising industry. This will also minimize the influence of model child on the other children as consumers
ii) Restricted, descent and respectable use of female models in an advertisements. This will create an environment in par with the Indian culture. Thus this will also reduce the negative impact of advertisements upon the young minds of the students. Thus will make advertisements more viewable among the Indian audience.

iii) A fixed slot with respect to time on T.V. to advertise the products. This may be preferably during morning when students are away from home or late in the evening which will enable to telecast the advertisements under parental supervision.

iv) A statutory ceiling on advertising expenditure. This will reduce the frequency of advertisements on T.V. Thus viewing of advertisements repeatedly will be minimized. This will also minimize the advertising expenditure.

v) A compulsory display of a statutory warning with respect to all the advertisements on TV. This will help the students to understand the very purpose of advertising and the gimmick used to create advertisements. Thus it will reduce the accidents associated with the advertisements.

vi) A compulsory utilization of a certain percentage of advertising expenditure for social cause as a part of social responsibility. Let the society also get some benefit from the advertising expenditure. The taxation benefits up to certain limit may be permitted. Beyond this, the advertising expenditure may be taxed.
b) Formation of statutory advertising regulatory agency (like Advertising Regulatory and Development Authority of India) to overses the strict implementation of the various provisions of the Act. This may include:

i) Certification of all the advertisements to delete objectionable scenes of the advertisements. This will make advertisements more sincere, transparent, responsible and social and above all viewable among the family members.

ii) To address the consumer grievances due to unethical advertisements. Most of the advertisements are against the social norms. This type of movement will reduce the making of unethical advertisements.

iii) Creating awareness about the existing laws among the students, parents and teachers. The society, especially Rural Goa, is ignorant about the laws in general and advertising in particular. Such type of awareness will reduce the creation of deceitful advertisements.

Apart from the above, the self-regulatory bodies also can perform an important role in this regard. There are self regulating bodies which includes Advertising Agencies Association of India (AAAI), Advertising Standard Council of India (ASCI), etc. working in the field of advertising.

Advertising Agency Association of India (AAAI) which was formed in the
year 1945 was essentially an organization at the National level consists of members from the advertising agencies formed to promote their own interest and secure the interest of the consumers too. It mainly laid down various codes of conducts which the members have to follow which ultimately protect themselves as well as the consumers too. On the other hand Advertising Standards Council of India (ASCI) is a self regulatory voluntary organization of the advertising industry. The Role and Functioning of the ASCI and its Council for Consumer Complaints (CCC) in dealing with complaints received from consumers and industry, against advertisements which are considered as false, misleading, indecent, illegal, leading to unsafe practices, or unfair to competition, and consequently in contravention of the ASCI Code for self-regulation in advertising.

The Advertising Standards Council of India (ASCI) formed in the year 1985 has adopted a Code for self-regulation in advertising. It is a commitment to honest advertising and to fair competition in the market-place. It stands for the protection of the legitimate interests of consumers and all concerned with advertising - advertisers, media, advertising agencies and others who help in the creation or placement of advertisements. The ASCI has formulated its self-regulatory code which is wonderfully attractive on paper. But what does it do about misleading advertisements? Simply "nothing". Turns a blind eye on the present advertising scenario in India. No attempt is made to caution the public about the misrepresentation. No press release is issued to make the public aware that they should not believe these misrepresentations (Pirwani
Piramal, 2009). The code of self-regulation drawn up for advertisers in India is not at all sufficient and there should be more sincere observance of the code. Moreover there should be a statutory regulatory authority instead of ASCI which is non statutory which being so, has no binding authority on the non-members.

Realizing the importance of ASCI, the Government of India has at last, taken note of this and by one stroke on 2nd August 2006, vide a notification in the Gazette of India: Extraordinary [Part II - Sec. 3(i)], made sure that at least as far as TV Commercials are concerned, they abide by the ASCI code. However this is not enough. This type of organization requires more publicity so that consumers in particular and the public in general are well aware about the existence of self regulating organization and its purpose. This is not happening. This is evident from the fact that the number of cases received by ASCI is much lesser than the complaints received by Advertising Standard Authority of Britain (Nita, 2006).

Besides, in various academic institutions, Value education classes can be introduced to create awareness among the students on advertising. The parents also need to be oriented on advertising, its menace and various laws existing which will help them in effective parenting. Along with the students and the parents, the teachers too can be oriented on the issues pertaining to advertising. This can be under taken by the Government, various self regulating organization and consumer forums.
7.5 SCOPE FOR FURTHER RESEARCH

The present study is confined to four important aspects: buying behavior and spending pattern, General impact, Attitude and Behavior towards advertisements. However, there many more issues associated with advertisements which are not covered in the present study individually. These include:

1) Smoking and Drinking.
2) Celebrity Endorsements
3) Impact on the economy
4) Employment generation
5) Children as consumers
6) Ethical issues in advertisements
7) Benefits of advertisements
8) Advertisements and Parents
9) Women in advertisements
10) Advertisements and vulgarity
11) Advertisements and promotion of cultural values and traditions
12) Advertisements and consumer welfare
13) Advertisements and Career.
14) Advertisements expenditure and the cost of the products

The Advertising industry is growing at an alarming rate. It contributes to the economy and the Society positively as well as negatively. The above list is endless. Many more topics can be added. To fill the gap in the present study,
a research may be undertaken on the above topic individually or in combinations. Even the existing objectives and the tools can be looked into in detail so that present study will become more meaningful.