INTRODUCTION

Television occupies an important place in our life. It is considered to be one of the cheapest mode of audio-visual entertainment. Thanks to the technological revolution and its diffusion in the third world countries, as a medium of mass communication television sets has become a part of an essential household item. Mass communication has become an essential ingredient in a modern and dynamic society. Through mass-communication mass share ideas, opinion and thoughts of each other. Mankind has always been endeavoring to improve devices of media of communication. History reveals that man has made tremendous progress in the field of mass-communication. Man’s ability to over-come barriers of time and distance is greatly achieved by innovation.

At present we are living in the age of science and technology which has given us many wonderful inventions out of which television is one of them. Compared to the impact of other mass media, the television leaves it impact deeply on the school going students. Television is perhaps the most widely debated medium of communication all over the world. The developed world is concerned with the public addiction to it and the developing world is fast catching up with the fantasies of the small screen which brings news and views, triumphs and traumas celebrations and tragedies, live or recorded, to the living room from every corner of the globe.\(^1\)

Television has lot of potential to contribute to national economy, education and development. The significance of television as a medium of

mass-communication is recognized all over the world. The vast expansion of television network has transformed the attitudes of the people. It serves a useful function of spreading democratic values and liberal ideas. It can recall the past, dwell upon the present and peep into the future of a society. The role of television is all the more relevant in country like India, where its plural social structure displays diversities in social and cultural field.

The phenomenal expansion of Indian television has influenced the people in two ways. Firstly, those living in remote corners of the national mainstream. Secondly, television has contributed to an unprecedented explosion of information. It has provided people with a perspective to bring about unit in our social and cultural life. In other part of the country, the constant exposure of T.V. has generated cultural and artistic expressions of our people, belonging to different religious and socio-economic background.²

The introduction of each medium has affected the natural life-styles and thinking of viewers today. Television as a communication media is flooding society with information, which any social system would find difficult to assimilate. This has benefited the school going students minds to a great extent. Students remain constantly viewing television for them it is like a magic box.

The television play a crucial role in offering communication support for social and educational development of masses, including school going students as they are considered the most important human resource for the development of a country. At present television has become an important

factor in human life. The exposure to television is no doubt an easy source of acquiring knowledge and information. It also enables a person to acquire skills relevant to ones well-being. The expansion of television in terms of content of programmes to people from all walks of life has made it useful for people in improving their quality of life.

Now, a child is exposed not only to film exclusively designed and produced for children but to many other programmes shown on television. In the same context Schramm Wilbur had also pointed out that overnight a new box has appeared around which all leisure is organized.³

The television viewers find themselves transported into a different world full of beauty charm and glamour. He is in touch with the affairs of the whole world and feel; he is a part of the entire universe.

Television, however, has its own demerits that is why it has been nicknamed “idiot box”. Firstly, it is a health hazard because it has a bad effect on the eyes. Secondly, it creates its fans, and T.V. fans keep watching television for long hours, which cuts them off from interacting with other people living in society. He becomes introvert and gets alienated. Durkheim Emile had discussed this phenomena in his classical work, ‘Division of Labour’ when he alluded to abnormal features of social change. Herbert Marcuse has also discussed the abnormal forms of change in his book entitled ‘One Dimensional Man’. According to him it creates ‘euphoria in ecstasy’. Analysing this process of euphoric, he suggested that over powering impact of technology has made people distinguish true needs from false needs. Thus television may also play an anti-social role.

Television has entered the home. It has also created new problems. People are worried because T.V. has intruded their privacy. Earlier at home, they enjoyed certain autonomy. Our primary source of education-cum-information-cum-entertainment for children was the home. So far children of present generation. T.V. is acquiring a great importance. It has weakened the influence of parents and teachers. Television has become a major socializing agent for the young. This is being viewed with alarm, as children have no time now for listening to their parents in their home. Thus, T.V. has emerged as a formidable rival to the authority of the parents over their children. Before this new medium becomes a threat to the personality of young, as experienced by advanced countries, it would be prudent to give a serious thought to the positive potentialities and hazards of television. At present, 40 per cent of India’s population falls under “Young” who will be the future citizens of our country. Therefore, becomes essential to know the effects of television viewing on children. Compared to the impact of other audio-visual aids, the television leaves its impact deeply on the children. Television viewing is very common in all age groups, but the children spend most of their time in viewing the same. Children are the most interested and willing audience for television they are quite receptive and at this stage. T.V. viewing is all very engrossing as it involves them emotionally, intellectually and psychologically.

Television can foster the development of desirable values and habits in our children. It exercises its influence at a time when the child’s knowledge of the rules and conventions that govern social action and moral behaviour is incomplete and immature. There is no doubt that T.V. does provide opportunities for children to learn about all kinds of things. In fact, it is a
double-edged weapon and if not handled properly, it can cause enormous damage. The outcome of a child’s spending good deal of his leisure time watching programmes that incorporate a false or distorted view of the world, and using what is portrayed in them as a basis for knowledge and a model for his own behaviour can be destructive and dehumanizing. So this is an opportunity as well as a challenge, for Doordarshan as well other T.V. Channels to provide a meaningful and effective support for the overall development of children.⁴

Thus T.V. viewing could help and hamper a child’s personality. The ethical issues involved in selecting the content of the T.V. programmes is judiciously scrutinized in Doordarshan, but private T.V. channels having commercial approach do not think about the damaging impact of T.V. on children.

The television offers equal opportunity to all viewers to witness the live events and other programmes irrespective of their nationality, race, language, class, culture and religious persuasions. And therefore, while making an assessment of the T.V. programmes, we must bear in mind the differential impact of television on child’s cognitive map and their behaviour.

**History of Television**

During 1920, the experimental television broadcasting has been started in the United States of America. These experiments used a mechanical scanning disc that did not scan a picture rapidly enough. In 1923, however, came the invention of iconoscope, the electric television tube. The inventions of the Kinescope or picture tube, the electronic camera and television home

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receivers came in the next few years and by year and by year 1930s National Broad Corporation (NBC) was set up which offered regular T.V. programmes. By 1937, there were 17 experimental T.V. stations. The first U.S. President to be seen on T.V. was F.D. Roosevelt when he opened the New York World Fair in 1939. In 1941, flagship stations of the National Broadcasting Corporation and the Columbia Broadcasting Service broadcast programmes for American audiences.

The second world war put a brake on further development in television. But by the late 1940s and early 1950s television had become a feature of life in most developed countries. In 1948, for instance, there were as many as 41 television stations in United States covering 23 cities through receiving sets which numbered half a million. Within a decade, the figure jumped to 533 stations and 55 million receivers. In 1950s, educators worldwide found a new instructional opportunity. They enthusiastically embraced the new medium of television. Public television broadcast in United States, Europe, and Japan broadcast floated courses for school and home. These live broadcasts generally showed teachers lecturing in front of a classroom, so the visual potential of the medium were rarely utilized to the full. In the United States, the stations broadcasting educational programming remained relatively small and under financed compared with the powerful commercial networks, but by the late 1960s, these educational stations had finally formed their own service network. In the United Kingdom, starting in 1959, both the British Broadcasting Corporation and the independent television authority provided a daily service for school. The state television services of European countries also began to develop school broadcasting programmes, notably in the Netherlands, Germany, and the Scandinavian countries. The Japanese
Broadcasting Corporation (Nippon Hosokyo Kyokai, or NHK) developed comprehensive schedule of school broadcasts, and by the early 1960s, NHK had established a separate national network devoted exclusively to educational broadcasts. In the developing world, experiences have been varied but, for the most part, school television activities have been somewhat limited in scope, except where major projects were attempted with the assistance of outside agencies.

The prosperity of television crested spin-offs, cable and pay T.V. Cable T.V. had its beginning during the freeze of 1948-1952, when the Federal Commission refused to grant new commercial licenses. Pay T.V. was mainly worked on the cable principle and served for a fee, specially to those customers whose reception of normal frequencies were blocked by some obstacle. In the era of the Golden Age of T.V., the Federal Commission introduced more than 242 channels for non-commercial use of T.V., cable T.V., pay T.V. and public T.V. This heralded the era of colour T.V.5

History of Television in India

For over a decade, the Government of India managed to hold out against persistent demands from educational institutions, industrialists, politicians and need of the middle-class in urban areas for the introduction of television. But then in 1959, Philips (India) made an offer to the Government for installing of a transmitter at a reduced cost. Earlier Philips demonstrated its use at an exhibition in New Delhi. The Government gave in with the aim of installing it on an experimental basis to train personnel, and partly to discover what television could achieve in community development programme and formal education?

Earlier, the feasibility of television in India was first discussed in a UNESCO meeting in late 1956, and the experimental television service was introduced on 15th September 1959 as a part of All India Radio. The range of the transmitter was forty kilometers. It started with 20 television sets in and around Delhi. Telecast was fixed twice a week for an hour, having social education as its central theme along with entertainment. The UNESCO concluded (in a survey made in August 1961) that these programmes, were well utilized, the educational television service was introduced for Delhi schools.

Under the pressure of manufacturers, as also on public demand, the government of India started entertainment and information programmes from August 1965, in addition to the social education programmes. Later on, “Krishi Darshan” programmes were started in January 1967 with the help of the Department of Atomic Energy, the Indian Agricultural Research Institute, the Delhi Administration, and the state Government of Haryana and Uttar Pradesh where the Delhi programmes could easily be picked up, as the range of the transmitter was extended to 60 kilometers.

By 1970, the duration of the service was increased to three hours, which included besides news, information and entertainment programmes, two weekly programmes running for 20 minutes each for the ‘tele clubs’, and a weekly programme of the same duration called “Krishi Darshan”. As mentioned above, teleclubs were formally started in 80 villages.

In 1970, the number of T.V. sets, which were all imported, stood at about 22000 excluding the community sets. By the mid-seventies, however, Indian sets were in the market, and the number overshot the lakh mark in no time.
By the end of the decade there were more than two lakh sets in Delhi and the neighbouring states. The T.V. center at Mumbai was opened in 1972, and the following year, T.V. centres began to operate in Srinagar, Amritsar and Pune as a relay centre.6

Till 1975, India had seven television centers located at Delhi, Mumbai, Srinagar, Amritsar, Kolkata, Chennai and Lucknow and a relay centre at Poona. From January 1, 1976, ‘Commercials’ were started at all the T.V. centres.

Satellite Instructional Televisions Experiment (SITE) was commissioned from August 1975 to July 1976. It was after the original SITE, clusters were covered with terrestrial television system with relay centres at Cuttack, Gulbarga, Hyderabad, Jaipur, Muzaffarpur and Raipur within a period of two years. Of course, the PIJ Ahmedabad transmitter continued to work even after SITE.

Social and Educational Objectives through SITE

The major objective of the SITE programmes was to help people in their development endeavors. As children’s morning programme formed an important component of the SITE, educational advancement was emphasized more than anything else. The educational television channel programmes would bring about improvement both in quality and quantity of education.

The following outcomes were expected:

(i) There would be more enrollment, more regular attendance and less dropouts, as the children would feel attracted to the school through this programme.

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(ii) Children would develop receptivity to the new ideas and activities as they get exposed to various external stimuli of the immediate and distant environment.

(iii) They would form good health habits as a result of understanding the merits of such habits through practical demonstration.

(iv) They would develop proper attitudes, interests and values that are conducive to social harmony and democratic growth.

(v) Children would realize the factors, responsible for the pollution of air, water and noise and help maintain environmental sanitation.

(vi) They would develop interest for living objects and be conscious of the need for conservation of wild life and forests.

(vii) Children would develop scientific attitude as a result of observing natural phenomena, doing experiments themselves, skillful questioning and analyzing facts and figures.

(viii) They would develop awareness about different community development programmes, so that their participation in them would be promoted.

(ix) Children's interest and awareness in proper utilization of natural resources would be increased as a result of their understanding.

(x) They would develop skills and ability of free discussion in and proper organization of various meetings, seminars and conferences.

(xi) They would have better achievements in school subjects like Mother tongue, Mathematics, Social Studies, General Sciences and Crafts.

(xii) They would be able to participate in group activities in line of their perception and experiences.
(xiii) They would develop the ability of coordination between the visual and auditory reception.

(xiv) Children would develop their feelings of national and international understandings.

(xv) The rural community would get interested in the programmes and practices of schools.

At the end of 1980, there were eight T.V. centres in the country located at Delhi, Mumbai, Kolkatta, Chennai, Srinagar, Jalandhar, Amritsar and Lucknow. There were three relay Centres at Pune, Mussoorie and Kanpur. Apart from these seven transmitters were functioning at Gulbarga, Hyderabad, Jaipur, Muzaffarpur, Raipur, Sambalpur and Ahmedabad (PIJ), provide terrestrial T.V. service under the SITE on going plans. The total number of T.V. receivers stood at more than 9.2 lakhs, with 3500 community sets. Of these, Mumbai and Pune accounted for more than 5 Lakh sets. Thus hardly two per cent of the entire population had access to T.V. On an average, 3 to 4 hours programmes were beamed from 8 stations with studio facilities as well as from 18 transmitters Centres.\textsuperscript{7}

**APPLE**

Indian scientists have a great credit of manufacturing the most surprising satellite ‘APPLE’ (Aryan Passenger Payload Experiment). It is the most wonderful and useful kind of communication satellite of India. It was sent in the space on 19th June 1981 from Kuru Space Centre in France. It was balloon shaped, 120 cms, in length. Its aim was to get information from a certain place in space and to send it back to earth from a particular spot. It

was also used for tele-conferencing and teaching certain advanced level courses to the students of IITs and that of other universities.

With the launch of ‘APPLE’, India could claim to be the fifth great country of the world in the sphere of placing satellites in space orbit. With this plan and project, we could get 8,000 telephone circuits, through National Satellite. There would be arrangement of getting charts related to season. After every half an hour, every part of India was linked with the other through televisions due to ‘APPLE’.

INSAT-IA was placed in the orbit on 10th April, 1982. It had to be abandoned on 6th September, 1982 due to certain technical snags that developed in it. Twenty low power receive-cum-relay systems were installed during 1982 to provide T.V. coverage of Asian games to areas uncovered by the Doordarshan net-work. The transmitters were located at Trivandrum, Bhopal, Patna, Simla, Bhubaneshwar, Gangtok, Guwahati, Imphal, Agartala, Shillong, Kohima, Itanagar, Aizwal Deoria, Jammu, Port Blair, Indore, Suratgarh, Malda and Kakinada. As INSAT-IA was no more functional, Intel-set (International telecommunication satellite) was hired to substitute it until INSAT-IB came into operation. All the 41 Doordarshan transmitters as planned telecast the Asian games.

For the first time in the country, colour T.V. transmission was started in November 17, 1982 from an experimental studio put up by the Research and Development Wing of All India Radio at the Indian International Trade Fair at Pragati Maidan, New Delhi. The transmission of colour televisions greatly increased the impact and range of the programmes and instruction given by means of television. INSAT-IB was launched on 30th August, 1983.
The second channel on Doordarshan became functional on September 15, 1984. The programmes on the new channel were of two-hour duration. The programmes relayed originated from the four metropolitan centres of Delhi, Mumbai, Chennai and Kolkatta.

For these centres, the telecast duration on the main channel was extended from September 15, 1984. Viewers in Delhi, Mumbai, Kolkatta, and Chennai then could watch programmes from 6.00 p.m. to midnight on the main channel. The second channel incorporated programmes from each of the major centres.

On 17th March, 1988 India's first self-made telecommunication satellite ISRO-1 was successfully launched from Bejanur Centre USSR.

INSAT-1C, third satellite of the INSAT-1 series, was set into operation on 22nd July, 1988 from Coro French Guyana's Coro space centre through Aerean Rocket. India's multi-purpose satellite INSAT-1D was launched from Kennedy Space Centre USA at 11:22 a.m. as per Indian standard time. The first satellite in the series of INSAT-2 was launched through the rocket Satellite Launcher Vehicle (SLV) between November, 1991 to February 1992. INSAT-2D was launched on November, 1997. Recently, India launched into space her third generation communication satellite, INSAT-3C, thereby giving a big push to the country's communication through enhanced telephony and television channels. The satellite was launched by the European launch vehicle, Ariane-4 from the French Guyanese spaceport of Kourou on January 24, 2002. Ariane-4 majestically soared into space carrying the 2,750 kg. INSAT-3C its lone occupant on board, and hurled it into space 21 minutes after the lift off. Within half-an-hour after the satellite was injected into a geo-synchronous transfer orbit, the Master Control Facility at
Hassan in Karnataka took control of the spacecraft and acquired the telemetry signal from it.

The Rs. 250 crore INSAT-3C, with designed 12-year mission life, built by ISRO, would replace aging satellites such as INSAT-2C and give an impetus to India’s telecommunications, broadcasting, business communications and mobile services. Both the President and the Prime Minister congratulated Indian Space Research Organization (ISRO) over “yet another landmark” in its path-breaking quest for exploration of space. INSAT-3C is the second satellite to be launched in third generation series of satellites. INSAT-3B was launched in March 2000. INSAT-3C carries 24 C-band transponders, six extended C-band transponders, two S-band transponders and a mobile satellite service transponder. ISRO has now lined up launch of two more satellites – INSAT-3A and INSAT-3E – in the next one year.8

From 26th January, 1988 morning transmission of the television in the name of ‘Breakfast T.V.’ started for 45 minutes. Gradually morning transmission time was increased. From 1st January, 1989 from Monday to Friday, transmission was from 1:45 p.m. to 2:45 p.m., while the afternoon transmission on Saturday already started a little earlier. From January, 1990, the transmission time of ‘Breakfast T.V.’ was 1 hour 45 minutes and afternoon transmission was from 1:00 p.m. From 10th September, 1990 the time of afternoon transmission was from 2:00 p.m. to 3:00 p.m.

Doordarshan was now changing for the better with the initiation of state of the art equipment and the latest facilities at its new Central Production Centre (CPC) at New Delhi. Inaugurated in February, 1989, as of date it is

Doordarshan's most sophisticated production facility, equipped with the latest hi-tech machines. The CPC is all set to make its productions a class apart from the existing ones. Boasting of the best equipment picked from the best of the vendors in this arena and manned by hand-picked personnel, it is claimed that it is at par with the best of the production facilities available in the world.

Doordarshan today claims to have one of the most extensive T.V. networks in the world. By the end of the current plan, DD hopes to expand its network to 400 transmitters and 48 production centres. With such rapid expansion, increasing transmission time and demand for quality programmes, a corresponding need was felt for a superior and well equipped production centre.

Though CPC is well equipped to handle transmissions, as of now, its primary objective is only to produce quality programmes, which are at par with international standards.9

Cable television came to the lower middle class localities in the bigger cities of Gujarat and Maharashtra in 1984. Initially it was considered as a cost-effective alternative to watching borrowed cassettes of feature films. As the investments required were small, the local entrepreneurs took to it in a big way.

A privileged few watched Channels for News Network (CNN) programmes during the Gulf war of 1991 in five star hotels and with the launch of ASIASAT-1 later that year, the cable operators could access the Star Channels. The English programmes of Star T.V. and few viewers but

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having access to these channels became a status symbol for the upper income families.

Zee T.V., which was started in October 1992, was the driver of the expansion of Cable television. In the early years the highest viewership among the cable connected homes was for the feature films brought by the cable operator and even now when over 50 satellite channels are available, the local cable gets a big share of viewership among non-DD channel.

There are as a rapid increase in number of cable in Western and Northern India during 1992-94 and Tamil and Telugu channels accelerated the rate of growth in Tamil Nadu and Andhra Pradesh from 1996.

Without any regulatory framework, the growth of cable T.V. has been haphazard. Local cable systems are distributed generally on poor quality cables. In recent years, a few big operators are monopolizing the cable industry.

The Cable Television Networks (Regulation) Act, 1995 has attempted to bring some order in the operation of cable networks and based on the recent experiences there is a proposal to make amendments in this Act to make it more effective.\(^\text{10}\)

**Direct to Home (DTH) Television Broadcasting**

This is the new emerging technology in the field of television broadcasting. Recently the Government has given its approval for Direct-to-Home Broadcasting in India.

Before discussing its educational use, we would have to understand what DTH is? The principle of DTH technology is “Direct Broadcast by Satellites”. This is a system of television programme distribution in which programmes are transmitted directly from a satellite to the homes. This technology requires very high-power satellites that transmit reception to viewer’s small antennas.

Direct-to-home (DTH) transmission uses digital technology to compress and decode satellite signals that are beamed directly to a 65 cm. to 95 cm. Satellite dish antenna installed at a subscriber’s residence. The signal is then transmitted to a sophisticated decoder, which unscrambles it before it reaches to the T.V. set. Digitization ensures that the signal received by the subscriber is distortion-free. This enhances clarity of picture and sound. One can access DTH service with a microchip enabled viewing card, which acts as a key and also stores information about the viewing as well as messages from the service provider.11

REVIEW OF LITERATURE

In the following section, we would be reviewing studies conducted on television both in India and abroad. Most of the studies has been conducted in foreign countries but recently scholars have evinced great interest in study about television and today its remains a topic of concern and importance.

Levis (1949), Riley et al (1949), Clark (1951), Seagon (1951), Cunningham & Walsh (1957) conducted studies on the television viewing

habits of school going students in the age group ranging between 10-15 years and found that on an average students spent about 2.5 to 3.5 hours a day watching different programmes on television. Television viewing at an early stage had become a part of their life style. The time that they spent earlier on listening to radio, music etc was cut short so that they could find some time for television viewing.

Some of the studies also revealed the positive impact of television. Fager (1951), Zigonc (1954), Brodbeck (1955), Frank (1956), Emery et al (1957), Herfst (1957), Tarroni (1957), Heimann et al (1958) studies conducted by the ministry of education of Japan (1958), Kisel (1960) have all conducted studies to point out the positive impact of television viewing. Brodbeck for example in his study pointed out its significance by suggesting that it enhanced the problem solving ability of the students. Fager in his study found that only 3 percent parents felt that it had adverse impact whereas 20 percent felt it helped and rest reported that TV viewing had no adverse impact on students sleeping and eating habits etc. Emery et al in their studies found that TV viewing helped students in overcoming the shock and anxiety that they experienced while they watched films. Tarroni also found in his study that TV became an important educational tool for sustaining their interests in school curricula. Similarly the study conducted by the Ministry of Education, Japan revealed that it had no adverse impact on the school achievement and performance of the students. It was also remarkable to note that Schramm in his study found that students who viewed TV had greater range of vocabularies than those who did not watch TV. Radio and Television Culture
Research Institute (1961) in their studies found out that students who watched TV with their parents had greater access to viewing varieties of programmes. Maccoby (1951), Scott (1954), Hasus (1955), Abrams (1956), Gratiot-Alphandery (1956), Hasundo Advertising Company (1956), Scott (1956), Magnin (1959), Ukana (1960) conducted studies on TV viewing to examine its impact on school going children. Their findings suggested negative impact on school going children. Maccoby noted that TV viewing was basically an individual activity and students tended to ignore family activities in order to watch TV. Hasus’s study also suggested that TV viewing encouraged teenagers involvement in anti-social activities. Abram’s study on British children revealed that children of working class background preferred watching TV especially adult programmes to reading books. Gratiot-Alphandery’s study revealed that in France children preferred to watch TV rather than reading books. It also reduced their hours of sleep and thus had an adverse impact on their health. Scott’s findings also revealed that the heavy viewers of TV scored less marks in examination to light TV viewers. It also had adverse impact on their low I.Q. level. Magnin’s findings revealed that as children grow their attributes towards adult programmes begin to increase which give them less time to concentrate on their studies. Similarly Ukana’s finding revealed that TV viewing which formed their habit among students reduced their time for all leisure activities.

Schramm et al. (1961) conducted a study on television to examine its impact in the lives of children. It was indicated that when a child spend far more than average time viewing television it is reasonable to suppose this behaviour is symptomatic of in tolerable stress in his environment or of
brewing anxiety and instability within him. Most children, they said, do not confuse the "pretend" world of television with the real world. However, some do. The authors then outlines a continuum of such responses in terms of the probable mental health of the child. The schizoid, who avoids intimate relationships and tries to live within himself, finds in television a retreat from the unbearable stresses of relationships he wants to avoid. Children with hysterical or dissociate tendencies may identify too easily with television characters and assume their habits and their fantasy adventures. Psychopathic children whose self-governing and self censoring mechanisms are defective and whose identifications with meaningful adult figures have been seriously impaired, are poised to rebel and may find the television a model for their rebellion. Psychotic children confused in their identifications and distressed by the violence of their own impulses, may find the necessary stimulus to follow exactly and literally the recommendations they hear on television. This is at the opposite end of the continuum from the mentally healthy child.  

It was also interesting to note that overtime the programmes on T.V. have begun to respond to market forces. With T.V. becoming more popular media of entertainment the commercial channels were interested in sponsoring programmes which promoted consumerism. It was also noticed that the excessive commercial interest had eroded moral values and therefore, the programmes which created excitement, thrill and sensation were preferred over the programmes which reinforced the ideals of family norms and widened the cognitive horizons of students by acquainting them with the positive legacy of cultural heritage of human civilizations.

Rapid expansion made in the field of electronic media due to improvement in science and technology has made T.V. a far more effective visual media. It has begun to be utilized in imparting education, formulating course curricular in tune with advanced centers of learning in India and abroad. Thus in an era of globalisation and liberalization the satellite linkage with which T.V. is linked has experienced a substantive change in its technological impact which has made T.V. viewing a rewarding and productive investment in time. Hayes (1991), Costy (1992), Elizabeth et al (1993), Chompaisal (1994), Wynn (1996), Nesseck et al (1997), Madison (2000) have all pointed this fact in their studies. Hayes conducted a study on effects of daily satellite television news programme in the classroom on student current events knowledge. The main objective was the effectiveness of one such innovation whittle communication’s channel one, a daily satellite television news and information broadcast specifically designed to improve the current events knowledge of its targeted secondary school population. They used experimental and control group divisions, administered a series of five updated monthly current events tests. The main findings of the study suggested that the daily satellite television news and information broadcast, Channel one was not effective as rising the current events scores of student participating in the programme as compared to those not participating. The programme does not appear to be more or less effective at the junior or senior high school level. Channel one does not appear more or less effective for students identified as “at risk”. Treatment did not effect significant differences between experimental and control groups on test score items categorized as national news events as compared to world news events.
Cosby (1992) conducted a study on the influence of television imagery on selected African-American young adults' self-perceptions. The main objectives were to determine the possible influence of particular television imageries of African-Americans on the self-perceptions of selected young adult African-American, ages eighteen to twenty five, and no specific aspects of self that are addressed by particular television imageries of African-Americans and the possible influences that particular television imageries have on self-perceptions of selected young adult African-Americans. The author used interview method. The main findings were the television images are likely to have negative influences on self-perceptions of the Young African-American viewers. Moreover, the judges overwhelmingly agreed that degrading stereotypes are the major likely influences on self. Thirty hours of interviews with ten African-American adults revealed that the subjects differed in their perceptions of the possible influence of the television programming on their self-perceptions. Although differences in perceptions existed, only one respondent perceived all television episodes to have negative influences, except for the hybrids. Many of the episodes were viewed as having the potential for positive and negative influences. The judges perceived the television imageries to be negative. Yet the young African-Americans who were interviewed intended to see the same imagery as being positive. This difference in perception among different generations of African-Americans may be attributed to thoughts about humor and ridicule. Also, the limited life experiences of those being interviewed may influence their critical consciousness and thus contribute to the tendency to be more tolerant of the possible negative impact the images may have on their views.
of themselves. The television industry must join the effort to make education a more positive and powerful means for equality in our democracy.13

Elizabeth et al (1993) in their studies focused on the gratification of some of the newer television technologies. The study expected that cable television, video cassette recorders, and remote control devices would increase the gratifications, people receive from watching television and the satisfaction they derive from T.V. use. The study reveals that new technologies had an impact on receiving, pass the time, and companionship gratifications from T.V. viewing. It was also found that the informational gratification from television viewing were the strongest predictors of T.V. satisfaction.14

Chompaisal (1994) analyses the influence of television on achievement in children and adolescents in Thailand. The main objective was to examine the perceived influence of television viewing on the school achievement of children and adolescents in Thailand. He used survey questionnaires composed of three parts, the self administered questionnaire, the motivation questionnaire and the demographic questionnaire. The main findings were Thai children and adolescents spend an average of 21 hours a week in viewing television, students spending fewer hours in viewing television have higher school achievement. The parents monitoring television viewing contribute to better school achievement.15

Wynn (1996) conducted a study on the effect of family involvement, homework and T.V. time on student grade point average. The purpose of this study was to investigate the effects of family involvement, homework time, and T.V. time on the grades of elementary school students. He used survey method. The main findings were the amount of time subjects spent on homework did not directly or indirectly effect their GPA. The direct relationship of homework time on grades and the indirect relationship of home work time on grades through T.V. time failed to reach significance, a significant negative correlation was found between T.V. viewing and grades. The direct, negative relationship suggested that children who watched more T.V. during the week achieved lower grades than children who watched less T.V., the degree of family involvement was found to have a significant, direct relationship with all primary variables of interest. Positive correlations were found between family involvement and GPA as well as family involvement and homework. These findings suggested that children whose families were more involved achieved higher grades and spent more time on homework. A negative correlation was found between family involvement and T.V. time suggesting that children watch less T.V. when their families are more involved in their academic and leisure activities, and the indirect effects of family involvement on grades through time spent on homework and thought time spent on watching T.V.\textsuperscript{16}

Midson (1997) conducted a study on television viewing habits of children in Virginia, America. The main objective of the study was the viewing habits of young children. The study indicated that approximately 50

per cent of the children were watching television with their parents and primary caregivers. The study also discovered that while 67 per cent are allowed to watch television during breakfast, only 35 per cent are allowed to occasionally watch during dinner. Out of the three class, nearly 30 per cent have their own television in their bedrooms, and the average is two or more per household. Due to the fact that the data was collected from a rural population, there may be slight chance that some homes may not have access to cable, therefore, the children would not have knowledge of some programmes that are available, which would narrow their choices. In their findings, the ten most popular favourites mentioned were: Rugrats, Dong, Arthur, Zoboomafoo, Power Rangers, Cat-dog, wishbone, WWF, Adams Family, Nick at Nite. The shows most often mentioned as being forbidden were: Simpsons, Afraid of the dark, power rangers, talk shows, king of the Hill. Further the author said while conversations with the children. It was discovered that many of them supplement their television viewing with video that are either rented of purchased. Some of the titles most often mentioned were Titanic, Milan, Lady and the Tramp etc. The author was not able to collect data on total amount of viewing hours averaged by each child due to act that the children do not have an accurate grasp on the concept of time. However, he concluded from the times that the programmes that are aired, the children are watching from 30-60 minutes in the morning before school and anywhere from two to four hours in the evening. After many of these programmes, he had concluded that teachers should be aware of what their students are watching because children can sometimes exhibit unbearable behavioural problems could arise from children imitating language heard on

Thus it is clear from the review of above studies that a gradual shift in the attitude of students as well as parents have taken place. The parents of the students have begun to realize the importance of T.V. in shaping the personality of students. It has also begun to influence the narrative dimensions of the family as well as students. Students also assess the programmes with the manage its surveys. They also appreciate the aspects of cultural and societal values in terms of sex roles, family and perceived reality and its hearing on their cognitive understanding. It has a major role in changing what Peter L. Berger called changing the human landscape. The studies conducted by Kang (1997), Kennedy (1997), Nathason (2001), Yanovtzyk I. (2001) stand testimony to this fact.

Kang (1997) studied the television influence on cultural and societal values among Japanese students. The purpose of this study was to describe some possible elaborations of the cultivation hypothesis and present relevant evidence from a Japanese student sample. The central hypothesis of the study is that the greater television viewing is associated with change in Japanese student’s attitudes toward some aspects of cultural and societal values in terms of sex role, family, and perceived reality of television. The findings of the study points to the striking differences between male and females on traditional gender roles, norms, and values. For male greater television viewing goes with a protective attitude toward traditional women’s role in Japan. By contrast, male are significantly more likely to endorse strict
adherence to traditional norms about obeying parents, talking about, unrestricted dating and match making marriage.\(^{18}\)

Kennedy (1997) in his study on television and society analysed the negative aspect of television. The author said that everyday millions of adults, children, teens, and elderly fall into a type of comatose state induced by hours of watching television. Most people do not realize that this state is destroying our lives, that is ruining our families, and hindering our psychological health. Given the average viewing time per day, per home is 6 hours, 47 minutes and the statistics and effect of television watching, it is easy to understand however viewing habits are hindering our health. Not only is watching television psychically and mentally detrimental, but also time consuming.\(^{19}\)

Nathason (2001) studied the relationship between parents versus peers, exploring the significance of peer mediation of antisocial television. Although research demonstrates that parents can protect their children from harmful media effects by engaging in parental mediation; parental influences may wane when children reach adolescence and face pressures from peers. This study took a first look at peer mediation of antisocial television and found that it occurs. More frequently and is more potent than parental mediation. In addition, peer mediation promotes more positive. Orientations toward antisocial television, which in turn leads to greater aggression; whereas parental mediation can inhibits negative media effects, peer mediation seems


to facilitate harmful outcomes. It was suggested that further research follow on this initial study of peer mediation so that this potentiality important construct can be further developed and understood.20

Yanovtzky (2001) conducted a study on mass media, social norms and health promotion efforts: a longitudinal study on media affects on youth binge drinking. The main objective of the study was the validity of a norm – reinforcement approach as a complementary model to direct media effects on health behaviour change, focusing of news coverage effects on youth binge drinking between 1978 and 1996, they hypothesized that the media may have contributed to the reduction in this behaviour by increasing perceptions of social disapproval. The predicting power of this approach was then compared with that of other plausible models (namely, a direct effect model and a model proposing media effects that are mediated by policy actions). The main findings of the study were that two separate test (a time series regression and the ideodynamic method suggests that although a direct route of media effects on binge drinking behaviour produced evidence of null affects, there was evidence that the impact of news stories on this behaviour was mediated by policy actions as well as by changes in the social acceptability of disbehaviour.21

There is a remarkable degree of shift that we notice in the attitude of the Indian students when we review the studies conducted to assess the impact of T.V. on students. Shekhawat (1976), Aghi (1977), Bengal (1977),

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Bhaskaran (1977), Rahman (1977), Shukla (1977), Chandra (1978), Bedi (1979), Aghi (1980), Phutela (1980), Hansra et al (1980), Aggarwal (1981), Narayanana (1983), Chauhan (1988), Cherian et al (1989), Meenakshi et al (1989) in all these studies reviewed here, it was found that T.V. had created a new source of entertainment and it is a welcome addition in their electronic gadget which could be productively utilized for the upgradation of their knowledge. All the studies referred to here suggested a positive impact that it had on their personality.

Shekhawat (1976) main objectives of the study were to ascertain the theoretical proposition that an individual was not a passive receiver of messages from the mass media but was an active agent in selecting and interacting with them and he did this in the context of his immediate family structure, which exercised influence on its members in the context of its position and status in the larger social structure; specifying positions of the individuals in their viewing of educational television (ETV); and isolating the particular variables which were most relevant to educational television viewing. The study used questionnaire method. The findings of the study suggested that; ETV viewing was related positively with parents' educational attainments, socio-economic status and occupational status. There was similarities among siblings in T.V. and ETV viewing. Viewers and their friends and also non-viewers and their friends showed mutual affinity. ETV viewers attributed the viewing to their interest and self, believed in individual efforts to rise, engaged in more extra-curricular activities, had high aspiration for education, deferred gratification, if necessary, and their ambitions seemed to be socially approved and individually accessible; the society encouraged social mobility through education and, therefore, the norms and values
influenced the choice of students in opting for various educational media. The accessibility of media was a further social determinant of choice. It was borne out in the study that high-status families (economically and education-wise) contributed to higher ETV viewing, thus confirming the theoretical proposition underlying the study; the family background of the children was highly influential in determining their motivational pattern and in turn their ETV viewing for acquiring better education.22

Aghi (1977) conducted a study to examine the impact of science education programmes on SITE children of Rajasthan. The main objectives were the effects of science programmes in terms of knowledge, acquisition of an attitude of enquiry and application of information gained to solve everyday problems, and its effects on the overall development of the child: and to reduce guidelines for future educational programmes for children. He had used pre and post testing methods. The main findings were programmes stimulated an interest, children designated as low performers became high performers and the programmes seemed to facilitate the formation of a scientific attitude.23

Further, the author in another study "on what T.V. can do in children’s development programmes", came up with four suggestions regarding what television can do in children’s development. Formative research, being crucial should be emphasized for tailoring programmes to the needs and requirements of the target audiences; specifying a credo, so that some gain is seen in the child’s overall development; encouraging parents to watch programmes with

children, as general learning and positive attitude formation is greatly enhanced and making programmes which will help change the child’s environment which, in turn, will aid the child’s growth and development process.24

Bengal (1977) in his article on cinema, television and education - some notes towards the development of educational programmes for Indian television. This article analysed the influence of television, its effective use, and the role this medium can play in India. The author discussed the reasons why Indian television should be educationally oriented. By this he does not mean that it should only impart pedagogic instruction, but emphasized that it should help in making the viewer aware of his society, and to discriminate between right and wrong. Also discussed are some salient features of three well-known models of children’s serials namely the ‘Children’s Television Workshop’ of United States, “Playschool” of U.K., and Vision on’ of B.B.C. The author ends with a brief model, and by delineating the areas of priority that he feels ought to be followed for Indian pre-school children’s programmes.25

Bhaskaran et al (1977) conducted a study on SITE for children: morning feedback. The main findings indicated that in Andhra Pradesh and Orissa, the audience size decreased over time, audience size in other clusters

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remained steady and programmes, although meant for primary school children, had viewers among non-enrolled children and children, form higher grades; and operational problems mainly consisted of audio video technical problems or power failure and fluctuations; and comprehension was 40 per cent for children between grades 1 and 3, and 58-90 per cent for children between grades 4 and 5. Also, general programmes were understood best, and most children, irrespective of their comprehension level, liked the programmes. 26

Rahman (1977) conducted a study on educational television (Udyabhanu) Satellite instructional television experiment: An exploratory study of educational satellite broadcast television programme in Orissa. The main objectives were to make children sensitive to learning communicative skills; and improve basic concepts and skills; and instill habits of hygiene and health and promote aesthetic sensitivity and create awareness to social change and modernization of life. Other than these, at the broader level, the study aimed at providing meaningful and valuable insights into the educational television process, so as to improve the quality of future programmes. A combination of the questionnaire observation, informal interviews and discussion method was adopted. The main finding of the study suggested that impact, acceptance and appreciation of television among the rural audience was very high. Variations in the level of comprehension were observed, and

clear visuals and scripts were found to affect the level of comprehension positively.27

Shukla et al (1977) Studied the SITE impact on primary school children. The report talked about the programmes satellite Instructional Television Experiment were planned to help children of classes I to V (age group 5-12) learn community living skills, improve their basic concepts and skills in the areas of numeracy, language and technocracy, to instill habits of hygienic and healthy living, to promote aesthetic sensitivity and to make them aware of the process of modernization of life and society around them. The present study was planned to evaluate the impact of SITE on the children and teachers. The main findings of the studied suggests that minimum gains in language development and interest in acquiring knowledge. Interaction with teachers and gain in cognitive development was affected to some extent. The two hypotheses namely that of higher school attendance, and improved achievement in school subjects were not supported at all. Despite this, SITE was considered a successful experiment as it improved the desire to ask know and learn on the part of the children, and promoted involvement of the learner on the part of the teacher.28

Chandra (1978) in his article discussed the channel of mass dissemination of information that consist of various media such as radio, television, films newspapers, books, magazines, exhibitions etc. Of these, the radio is considered to be a powerful medium of communication, but television


today is also no less an indispensable. Besides a source of entertainment and information it has also assumed the responsibility of impartial education and instruction for the masses at large. Thus it has been accepted with a clear commitment, as an instrument for accelerating socio-economic development specially in rural areas.  

Bedi et al (1979) conducted a study on profile of children in Muzzaffarpur. The main objective was the interest areas of children of Muzzaffarpur. He used interview and observation techniques. The main findings of the study indicated that the children constituted the largest number of viewers’ action-based programmes has maximum appeal for the children; they also liked to view programmes on science, agriculture, literacy and religion and simple Hindi programmes were found to have maximum understanding. 

Aghi (1980) in his article presented the sorry state of children’s television, in spite of the fact that they form the most avid viewers of television in India. The author mentioned the dearth of research in the area of urban television viewing. The programmes produced are mostly single, disjointed and unlinked, she points out their inability to show gains in any particular area of development. She suggested that a great deal can be learnt about children by talking to them, observing them and watching them view television. Also mentioned are some steps, which, if systematically followed can ensure good quality programmes. The author also asserted that

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programmes for children should have the right blend of entertainment and education, and they should stimulate the child and present to him or her, a world that is larger and beyond textbooks and the school building.\textsuperscript{31} He conducted a preliminary study of “Magic Lamp” on children of 5 to 12 from Bombay and Pune Area. He used interview method. The main findings were irrespective of place, age and sex, almost all children enjoyed this programme. All of them were familiar with the characters and understood the language spoken. An interesting observation was that children in Pune who watched the programme with their parents seemed to learn more. Suggestions openly shared by the children included; their wanting records/cassettes of all Magic Lamp; wanting a book on Magic Lamp; wanting to see more cartoons and cartoon films and a desire to learn something like special hobbies, general knowledge, science experiments etc., through ‘Magic Lamp’.\textsuperscript{32}

Phutela (1980) Studied the utilisation and comprehensibility of school television (STV) programmes in Delhi. The investigation aimed at studying the factors responsible for under utilisation of the programmes, to study the teachers, attitude towards the school telecast, to find out the preference of teachers regarding the subject for teaching television and to study the level of comprehension of the STV programmes on the part of the students of different clauses. The sample for the study was selected from the middle, high and higher secondary schools of Delhi. A questionnaire was prepared based on content factor, motivation factors, presentation factors and viewing

conditions. To assess the attitude of teachers toward STV Programmes a 4-point attitude of scale was also employed. Comprehension tests were administered to the students at pre-test stage (before the telecast) and at the post-test stage (After the telecast). The findings of the study revealed that ST.V. programmes were not found useful by many teachers because they did not differ from classroom teaching and these programmes failed to sustain pupil's motivation. About 38 per cent schools in the sample possessing T.V. sets were utilising STV programmes. Most of the teachers agreed that teachers learn from the programmes.33

Hansra et al (1980) conducted a study on television and the youth elite. The main objectives in his study were the audience profile of youth programmes telecast from Jallandhar - Amritsar Television Station, and the reactions of college students towards the youth programmes. The findings indicated that 78 per cent of the respondents were aware of the days of telecast; 92 per cent programmers were aware of the duration of the telecast and 87 per cent were aware of the time of telecast of programmes. Further regarding the reason for viewing youth programmes it indicated that 99 per cent of the respondents, viewed the programmes for gaining knowledge; 23 per cent and 2 per cent of the respondents viewed them for entertainment and merely to kill time respectively.34

Aggarwal (1981) in his study indicated the scope of training through a multimedia package training programme, and the results of the training, which showed significant gains in the knowledge content of the trainees. 35

Chauhan (1988) studied the role of television in promoting national unity. The main findings of the study indicated that the T.V. in India is playing an important role in promoting the feeling of the national unity as it is the opinion expressed by the majority of the student, 73.2 per cent on this issue. It is a good omen that T.V. in India is producing a common national consciousness amongst the people characterized by different regional subcultures and different world outlooks. 36

Cherian et al (1989) conducted their studies on the impact of T.V. on acquisition and retention of knowledge by rural people in Gujarat. The main objectives of the study were the number times of rural people watch the PIJ television centre and the reasons for viewing and not viewing the television programmes, the immediate gain in knowledge in the fields of health nutrition and family planning programmes and the retention of gained knowledge by the telecast. The study used interview method. The study revealed that rural women and men took interest in watching the television programmes produced. The extent of watching the television programmes was more frequent in case of men than women. The television helped women and men to gain significant knowledge about green leafy vegetables, polio and vaccination. The gain in knowledge was more among females than males. 37

Meenakshi et al (1989) conducted a study on parental views on the usefulness of television programmes to children in Tamil Nadu. The main objectives of his study was to survey the views of parents on the advantage and disadvantages of television watching by children, the optional time to be spent on television, programmes suitable for children and suggestion towards minimizing the ill effect of television on children. 150 respondents were from Madurai city and were randomly selected. The questionnaire consisted of both open and close-ended questions. The main finding of the study indicated that television viewing was good for all, 69 per cent of parents think that television viewing has brought about appreciable improvement in general knowledge of their children. They welcome television viewing by children. 61 per cent think that the quiz programmes is the most useful for their children, 40 per cent welcome it because of the visual effect that the television has on children. An important point to be noted is that no parent has said that television watching is bad for this children.\textsuperscript{38}

While the positive impact of T.V. was noticed by those who conducted studies on T.V., there was a growing realization of the fact that T.V. can be used as an instrument to impart practical knowledge to people who came from diverse backgrounds. It was especially found useful for the housewives, women and people living in rural areas. It was significant to note that in the planned strategy of development T.V. could be an effective medium of advertising not only the consumer items but it has the educative potentials by improving masses understanding about the health problems. The pulse polio programme, family planning programme, campaigns against AIDS, malaria,


Selvam (1982) studied the social impact of the telecast programme that is 'Education for Life' on rural adults in the District Chingleput (Tamil Nadu). The main objectives of the study was to find out the impact of viewing the telecast program, Education for life, on rural adult viewers in the fields of agriculture and animal husbandry, health and nutrition, family welfare and political socialization with special reference to the levels of awareness, knowledge, adoption and use. The impact of differential exposure to television programmes are rare, occasional and frequent - on the viewers in the fields. The study used an Interview schedule. The main findings of the study were; the frequency of television-viewing was significantly related to the socio-economic characteristics of the viewers and to their exposure to mass media; higher exposure to television programmes led to change in the awareness, knowledge and adoption of agriculture and animal husbandry,
gain in knowledge in the areas of health and nutrition, family welfare and political socialization. Television-viewing led to change in the overall modernity of the viewers; Innovations in health and political socialization were not due to demographic variables but to exposure to television-viewing. Illiterates and young women gained more than literate and old women in these areas.39

Khodaiji (1983) conducted a study on Delhi Doordarshan’s programme for children: use and Response. The main objective was that of entertaining and educating 5-14 years olds, mainly catering to those from high and middle income groups. No sex difference was seen in the viewing pattern of the programmes. In spite of having easy access to television, most children did not watch the programme regularly. Almost all the children voiced the need for the programme to be made more interesting and gave concrete suggestions for improvement. A content analysis of 10 programmes telecasted over a period of two months also revealed that the programmes lacked variety, suitability and style of presentation.40

Singh et al (1983) conducted a study on the impact of educational T.V. programmes on the children of class IV-V in Sambalpur District (Orissa). The main objectives were the impact of educational television programmes on children status of educational television utilization, factors affecting utilization, opinion of teachers on quality of educational television programmes and finally inviting suggestion for improving the quality of

educational television programmes. It was an experimental design. The study found that improving the functioning of television sets, improving quality of educational television programmes; and improving utilization of educational television programmes should be undertaken so as to achieve better results.\(^{41}\)

Das (1984) in his study of consumer behaviour in television: A case study in Kurukshetra. The main objectives of the study were to investigate into different brands models and screen size of T.V. by the people of five different social classes, the influence of family advertisement and different factors considered at the time of purchase by the respondents of five social classes on consumer behaviour and various differences in buying among different social classes; problems faced by then due to T.V. in the house; and the difference in opinion about the long term effect of T.V. among five different social classes. He used questionnaire method. The study revealed that with total sample of 100 respondent, 64.67 per cent T.V. owners were influenced by their family members 12.67 per cent by friend 7.33 per cent by neighbours and 15.33 per cent by dealers and other to purchases T.V. Each individual factor about the long term effect of T.V. 69.33 per cent viewed that it resulted in weakened eye sight, 34.00 per cent opined that due to the presence of television in the house family members get less time for exchange of ideas, 29.33 per cent opined television was the better informer 28 per cent opined Television in the house made people introvert, 20.00 per cent viewed the T.V. created more social consciousness.\(^{42}\)

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Shah et al (1985) undertook an investigation to study the impact of television on students in terms of gain in knowledge; changes in opinions regarding family relationships and household management, change in the amount of time spent by them on household and outside activities. The sample of the study constituted 75 third year students (session 1985) of the institute of Home Economics, Delhi. Tools used were - a check list about film oriented programmes, educational programmes, serials, documentaries, advertisements and other entertainment programmes like youth form, plays etc. On the basis of these programmes, a final questionnaire having two sections was constructed. The impact of T.V. viewing on the respondents in terms of change in their opinion was not so significance. However, it was observed that television viewing had more impact on introverts, average achievers and conservative students in terms of change in opinion and gain in knowledge. The study concluded that the T.V. programmes should be prepared in such a way that they may suit to all categories of people like children, youth, adults, old man and women and at the same time people should explore the potential ties of T.V. as a versatile medium giving educational programmes and mass entertainment programmes.

Gill (1986) in her study on television for children in India, talks about the phrase television for children, has two fairly distinct connotations. One the one hand, it includes television programmes that are specially designed for child audience; and on the other hand programmes that are designed for adults but are related to the various needs of children. The paper approaches the issues in three different sections. The first section briefly provides a rationale for television, viewing the necessity for both child-oriented as well

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as child related programmes. The second section exposure some factors, which are important in developing effective programmes. Again, child-oriented had child related programmes have been viewed separately. The third and final section contain a brief overview of the situation of television for children as it exist today, along with some suggestions as to how inadequacies in the current situation might be rectified.\footnote{Gill, Rina, 1986. “Television for Children in India”, \textit{Social Change}, Vol.16, No.1, p.101.}

Natraju (1988) conducted a study on television behaviour of women in Karnataka. The author suggested that the level of literacy and general awareness being rather low among women, T.V. can be used effectively to combine information with recreation. The television viewing behaviour of the urban homemakers in respect of a few selected aspects of T.V. programmes, namely, the content, language, puppies, clientele and format. The problems faced by them in receiving information through T.V. The study was conducted in Bangalore 50 females selected by random sample and an interview schedule used for collecting data. He found that homemakers watch programmes shown on T.V., but their viewing behaviour and selection of the programmes vary. Further research into actual utilization of time and the impact of T.V. viewing on personal and family life can provide useful guidelines to the media practitioners with regard to the kind of programmes to be produced for the homemakers on T.V. and the ways in which the programmes can be made appealing fruitful and acceptable.\footnote{Nataraju, M.S. 1989. “The Impact of TV on Acquisition and Retention of Knowledge by Rural People in Gujarat”, \textit{Vidura}, Vol.26, No.6, Nov.-Dec. pp.15-16.}

Sharda, (1989) studied the impact of television on rural areas. The main objectives of the study were to know the general impact of television on rural masses, and to see whether there is any relationship between the socio-
economic background of the sample and their degree of exposure to television. The study used an interview schedule method. The study showed that an overall exposure to television is satisfactory among the rural masses. The study also indicated that T.V. has not affected movie-goers, very people have to visit nearby cinema halls to watch movies.46

Vir Bala (1989) conducted a study of T.V. and women & development. The main objective was to know how a medium like television is contributing toward development of women. It indicated that television discussions were quite helpful as children get to know of the facts of life in a very natural fashion and parents are saved from the responsibility of having to explain certain things. The women realized that depiction of the problems of a large family were shown quite well and this in itself was a lesson.47

Balasubramanyam et al. (1990) conducted a study, “does T.V. affect school performance?” It indicated that television has the power to attract its audience, irrespective of age. This factor is even more interesting when correlate the television program timings (6 to 11.30 p.m.) with the work to be done at home by the student such as homework, other assignments and studies. The study also revealed that nearly 41 per cent of the students understand the programmes more than 51 per cent. Understand them to some extent only. In a city like Dharwad which is in the heart of Karnataka, the influence of Marathi and Urdu to a large extent, may be a contributing factor in T.V. viewing habits, because both these languages have some similarities

with Hindi. One of the interesting findings of the study was that more than 78 per cent of the students, irrespective about the programmes want to watch with their peers first than with family members.48

Singh et al (1989) conducted a study about the effect of television viewing upon youths of Doon Valley. The present study aims at finding, out the effect of programmes and advertisements upon life pattern, women’s right, status of women, family planning and social changes. The sample consists of 50 male and 50 females of M.K.P. (PG) Girls of D.A.V. (PG) Boys College, Dehradun, respectively. He used questionnaire method. The study indicated that vital role of television programmes, specially in family planning, women’s right, equality, dowry evils and environment improvement etc. But it enhance the awareness more than action. Only those advertisements are effective which are small, lively and deals with youths immediate psychological needs.49

Bimla (1990) in her article on parents, children and the media, talks about the role of the parents. The author said that parent should find some time in their busy day to share the joy with their children when viewing television and other media. By discussing the aptitudes and interest of the child the parents can get a better understanding of his likes and dislikes.50

Mohanasundaram et al (1990) in their study of television impact on the family, studied the reaction and responses of the children to the programmes telecast. The study shows that the impact of such programmes as films,

songs, serials and advertisements has been so powerful that it was very difficult to divert the children to regular studies.

Many parents candidly confess that they bought the television set to watch the cricket matches and the world of sports prevent their children from frequently going to the neighbouring houses for watching programmes. They further said that television is rendering a great service, though it has to rectify many things in order to improve the quality of the programmes.51

Dave (1991) studied the reactions of the selected high school students towards of ICPL selected episodes of the then popular television serials ‘Aur Bhi Hai Rahein’. The findings revealed that the majority of the students towards admission procedures and brought awareness about various fields. Thus, media information can be utilized by parents as well as young people to help girls specially along with boys to select the take up meaningful careers. The hard and late working hours required to be put into the professions of beauty and glamour must be explained by parents and elders so that these professional should not be understand as mere money making ventured.52

Gangadharappa (1991) conducted a study on impact of afternoon T.V. on Housewives in Dharwad city. The main objective of the study was the preference and opinion of housewife in regard to the T.V. programmes, and the impact of afternoon program. He used an interview schedule. The study revealed that a majority 78 per cent of the respondents preferred afternoon transmission to morning and evening transmission. This is because housewives after attending to cooking and other household chores find

themselves free and have ample time for relaxation. So they watched afternoon programmes without any hindrance, and most of the respondents 72 per cent watched afternoon programmes regularly. The rest were occasional 92 per cent and rare 6 per cent viewers. Further it was found that the majority 80 per cent of regular viewers belonged to the age group of 20 to 40 years; whereas occasional and rare viewers were largely of 41 years; above. Further another quoted study on Audience response of T.V. serial “The Sword of Tipu Sultan” in Dharwar city. The objectives of the study were to ascertain the popularity of the serial and the impact of the serial on the audience. An interview schedule in a questionnaire form was used for collecting data from the respondents. The study revealed that the serial was found to be equally popular with Hindus as well as Muslims and other communities respondents as more than 2/3 of the respondents liked the serial and majority of them 81 per cent felt this serial in no way hurts the feelings of any community as such. In fact the respondents were of the opinion that this serial helped in creating communal harmony by the way in which it depicted Tipu in the role of a secular king. Majority of the respondents also felt that such serials are reassuring at a time when fundamentalism and casteism are playing havoc in the country and a few serials like this, if properly made, would serve in creating communal harmony.

Murthy et al (1991) conducted a study on role of television in promoting national integration in Jabalpur City in M.P. The main objectives of his study were the preference and opinion of the Bengali, to examine community in regard to the television programmes; to elicit the views of

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54 Ibid., pp. 34-35.
Bengali community on the Hindi T.V. serial based on Bengali literature. Three hundred respondents who were randomly selected. The study also found that more the Hindi T.V. serials adopted from more Indian languages, greater will be the impact on the viewers towards the promotion of the sense of national integration.55

Aggarwal (1992) studied in Shimla city about the impact of cable T.V. on social life. The main objective was the popularity and the possible effects of cable T.V. on social life of people in terms of certain demographic variables. The study was conducted through questionnaire. The study revealed that more than three fourth of the respondents watch cable T.V. Keeping in view their convenience, a few adolescents 28 per cent and youngsters 26.53 per cent take out special time and negligible number of viewers watch cable T.V. It may be further observed that 76.92 per cent children and 84.00 per cent adolescents prefer to watch T.V. in the evening. Late night movies are seen by adolescents (60.00 per cent) and children (46.15 per cent). Afternoon and morning transmissions are mostly preferred by adolescents 64.00 per cent and 36 per cent respectively.56

Behera (1992) conducted an investigation into the impact of educational television programmes on the competency of teachers of elementary schools in Sambalpur (Orissa). The main objective was to know the extent to which educational television has exerted influence upon the teachers of elementary schools in terms of increasing their competency. The teacher competency has been measured in terms of knowledge, understanding

and applications in content areas, and interaction between teachers and students in the classroom. The findings indicated significant differences been the television and non-television teachers on their knowledge understanding and application.  

Bhasha (1992) conducted a study on the impact of television violence on teenagers. The main objectives of this study was to find out the impact of viewing television violence and behavioural violence of teenagers. The sample consists of 40 boys and 40 girls studying in senior/junior college located in Tirupati town of Chittor District. (Andhra Pradesh). An interview schedule and teachers rating scale were administered to the sample. The results indicated that television viewing behaviour has no relation with students violent behaviour.  

Biswa (1992) conducted a study on educational telecasts: research priorities. The author indicated that the electronic media open a flood gate of technological assistance in improving the teaching-learning process. This is an advanced means to provide variety and novelty in the method of imparting training of various subjects. Moreover the people and organizations should come forward to give a big hand to magic box which acts as an agent of change.  

Chauhan (1992) conducted a study on social structure and the objectivity of television news suggested that the use of T.V. news by government for creating favourable images about itself is not correct. The majority of the college students 60.5 per cent felt that the T.V. news are as

objective as that of the newspapers. It was found that the social structure does not influence those who have high level of media exposure. The respondents, who have high level of media exposure also think more strongly that the T.V. news are equally objective if not more; then those published by the newspaper. The findings suggested that T.V. is still on independent activity in India. The important reason may be that the T.V. being a new arrival in the Indian condition, people still think of the more as a medium of entertainment than as a source of serious information.60

Ghosh (1992) in his report on educational reporting on television in Tamil Nadu., said that the all educational programmes are very fast and the time allotted is not sufficient. The result of a city survey of views comments mentioned earlier suggest an awareness and demanded “more educational items on television.”61

Khanna (1992) in his article, the child and the media flood article suggests that television has a great impact on children’s life. The child and the adolescent of today are living in a highly complex socio-cultural environment in which many forces, influences.62

Sundararajan (1992) conducted a study on television viewing: opinions of teachers, students and parents. The main objectives were to find out how far teacher, pupils and parents are favourably disposed towards television viewing, and if there is significant difference between any two of them taken

at a time is this regard. A questionnaire consisting of 15 favourable and 15 unfavourable statements was constructed and data were collected from parents, teachers and pupils in Chidambaram by the lottery method. All the three groups had favourable opinions about television viewing. The differences in their scores were not statistically significant.  

Murthy (1994) conducted a study on student’s preference for DD and ZTV programmes. The main objectives of the study was the impact of ZTV on Doordarshan and to conduct a comparative study of the revision for viewers preference programmes telecast on both Doordarshan and ZTV. The main findings of the study were a majority of 56 per cent admitted that entertainment was the main purpose of their watching T.V. programmes with only 40 per cent opting for their educational values and a microscopic majority of 4 per cent watched for information gain.  

Patnaik (1995) in her study of media effectiveness and public health campaign in Orissa. The main objectives were to test the comprehension of the key message of health campaigns, and to evaluate the role of information diffused in influencing the viewers in changing their habits. It indicated that there were losses of key message in a short period of five days. The study showed that the retention level was about 50 per cent and motivation level was also average. Theme-wise loss of message might be due to lack of

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sufficient information. And, the retention and motivation levels might be
governed by the age and education of the sample groups.65

Bhasin (1996) in her study on impact of television on children in
Baroda city. It has been concluded that children are not only the main viewers
but they also watched for longer duration than adults. It was found that
children watched Doordarshan programmes for about one hour on week days
and more than one hour on Sundays.66

Hadique et al (1998) in their study on T.V. viewing time pattern of
school children. The results revealed that boys who possess T.V. and do not
possess. Television at home devote more time to study their school course
but compared to boys, girls in both the sub groups read newspapers, comics,
magazines etc. more. It may be due to the fact that girls like to spend their
time indoor more than outdoor. Girls possessing T.V. indulge in certain
activities like play and hobbies more than boys. But in the subgroups of girls
and boys not possessing T.V. It is seem that boys as compared to girls
devoted more time in play. It may be due to the reason that boys prefer play
more to T.V. than girls. It is also found that girls, who did not possess. T.V.
at home watched more T.V. programmes as compared to boys. One of the
reason for doing this is due to their preference to discuss the programmes with
their friends. In case of boys, it is the opposite that is boys who do not
possess T.V. at home, it may be due to the fact that they prefer play to T.V.
programmes.67

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Mehta (1998) in his study about family viewing kids and kids interpretation. The author concluded that the media can teach, it can also illuminate, inspire, encourage and create a conducive environment for every individual belonging to different age group. But this is possible only when people are determined to use the media to those ends. The family, therefore, has a great responsibility to handle the overpowering electronic as well as the print media creatively and with care such as to increase family communication time and topic promoting right values for a progressive environment for the development of the young. Children today are more informed due to strong media influence but the familial role lies in utilising these influences to make children better informed. A family is therefore a mediator between the media presentation and media influence.

Seetha (1998) conducted a study on the impact of Hindi advertisements on students. The study has revealed several interesting facts. Students were forthright in admitting the impact of Hindi advertisements on them. Especially while, deciding on product purchase. Soft drink advertisements appeal to elite school students while textile ads attracted common school students, but girls liked cosmetic ads. This is a clear indication of the influence of socio-economic divide between two categories of students. Similarly on the feelings generated at non-purchase of advertised products, elite school students exhibited a level of maturity; whereas many common school students did not hide their feelings of disappointment. The characters of children of Hindi ads had their impact on the young audience. Students of both category were clear in declaring the rates of advertised products as

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costly. The attractiveness of Hindi ads lay in its presentation for elite school students. While visual attracted a common school students. Students also preferred programmes avoid watching advertisements. Between Hindi and Kannada ads, elite school children preferred Hindi ads. Students generally help that Hindi ads would promote national integration.69

Saksena (1998) in his article on television preparing people for change, talks about the role of Doordarshan has played in promoting unity and national integration. Moreover, India as a multi-lingual, multi-religious and multi-racial society is better understood now than ever before.70

Ganesh (1999) studied the role of radio and television about social welfare campaign. The author pointed out that radio and television have wider reach and coverage and the major thing about both of these media is that they don’t have the literacy barrier, which is therein the case of print media. At the same time, they reach masses on large numbers “social welfare is bound to benefit from the exposure getting from radio and televisions. The author finally suggested that we launch social welfare campaigns from time to time using radio and television.71

Lavalekar (2000) conducted a study on social awareness in relation to media among high school students. This study explored the relationship between the children choice of mass media to get information and their awareness of social problems. The results indicated that the exposure of

Masala Movies and material pertaining to them is related to low awareness of social problems, further the study also indicated that informative officials in newspapers, T.V. programmes covering current events and science supplements in newspapers and magazines are significantly related to social awareness.\(^72\)

Chauhan (2001) in his book television and social transformation, has empirically studied the type of impact the television has effected on the college students with regard to their social life, political attitudes, educational performance and their reactions to the advertisement and entertainment programmes. The study suggested that the majority of the respondents admitted that changes have come in their sleeping timings, study timings and also the visiting and the entertaining of guests. Some of political serials and programmes have promoted the feelings of patriotism, the political talks shows was able to establish rapport with the masses as it was admitted by the respondents. Majority of the respondents liked watching of advertisements. Regarding the projection of woman on television screen, the student did not like the way the woman are shown on the screen, moreover, they had no objection regarding the projection of children on T.V. screen. Most of the students admitted that they have gained knowledge from the educational programmes and have admitted improvement in their examination results. Finally the respondents suggested to allot more time to entertainment programme as compared to other programmes.\(^73\)

While the studies reviewed in the aforesaid paragraphs suggest how the impact of television on students and masses in general may have positive consequences, there still remains certain studies which go to suggest that television programmes are not always beneficial for the students. Devriya et al (1982), Narayanana (1983), Mehrotra (1991), Subharamanyam (1991), Mayuri et al (1992), Singh (1996), Joshi (1998), Sultana (1998), Bhartthakur (1999), Kaur (1999) have all in their studies have found out the adverse impact of T.V. on students.

Devriya et al (1982) conducted a study on field testing of educational television programmes (Raipur Cluster) in New Delhi. The main finding of the study suggested that stories supplementing scientific concepts in programmes, did not aid learning, and messages, contradictory to the social norms/facts, confused the children, and programmes were supported with more than sufficient examples, and language required improvement and there needed to be better synchronization between audio and video.74

Narayanana (1983) conducted a study on the impact of television on Indian families: A study of Bombay television viewers. The main objectives was the responses of Bombay television viewers regarding the effects of Television viewing on children’s studies and homework. He used interview method. The main findings were television was not responsible for the neglect of their studies. Viewers also reported that television keeps children indoors in the evening, when they should actually be engaged in vigorous outdoor play. Few of the respondents also mentioned that their children’s grades had

improved because there was a motivation to finish their homework and read up their lessons before the television programmes started.75

Mehrotra (1991) studied the impact of television viewing on household activities in Ludhiana City. The main objectives of the study were to get study positive and negative views about television viewing, and the household activities rescheduled homemakers in India to view television. Most respondents had 1-3 hours of time for television viewing. The information of positive views held by home makers about television viewing. The negative views held by homemakers about television viewing. It was reported by about 63 per cent of the homemakers that television viewing resulted in wastage of time. It disturbs studies of children as said by 81 per cent of the respondents. It gives unwanted exposure to children was stated by 81 per cent of respondents of the homemakers.76

Subharamanyam (1991) in his article, ‘television and social behaviour’. The article found that T.V. watching can be put into two categories - heavy viewing and light viewing. Heavy viewers are those who believe that world, as shown on the T.V., is the real world. Most of the time, during the day, his eyes remain glued to the screen, he is an addict, while the light viewer is not.77

Mayuri et al (1992) in their study on children viewing patterns, conducted in Baroda city. The main objective of his study was television viewing was a regular activity in the lives of children. The main findings

indicated that the children viewed significantly more adult oriented programmes than child oriented programmes. The findings in their study were consistent across age and generally and discussed in the light of consideration of children’s programmes and suggested improvement of the quality of children’s programmes to capture their interest and attention and not let children be fed by adult values which may have adverse effects on the children’s perception of their social world.78

Singh (1996) conducted a study on the impact of television on socio-psychological behaviour of urban primary school children in Punjab (Patiala and Ropar). The main objectives were the positive and negative effect of television on the socio-psychological behaviour of urban primary school children, as perceived by their father, and the perceptions of father of urban primary school children regarding the impact of television in relation to fathers age, level of education, family income, and number of children. Samples were randomly selected and also questionnaire used. The results obtained were 98 per cent female students had television sets. The daily average television viewing time for male and female children was approximately 90 and 70 minutes respectively, cartoon programmes were the most popular (99 per cent male, 100 per cent female) followed by entertainment (98, 96) historical (46,26) and sports (25,11). The less preferred programmes included educational (16,9), religion (11,11), advertisement (2,5) news 4,4) and art and musical (2,3), historical and sports programmes were more preferred by male than by female children. No significant different was found regarding other programmes, as perceived by father, the aspect of children’s socio-psychological behaviour which was most

positively influenced by television viewing was, alertness (88) per cent, boldness (86). Obedience (50), co-operation (50) etc., higher the level of education of fathers, higher was the perceived impact of television viewing. Father having more children opined that television viewing had made their children more friendly, and negative impact of television more than 50 per cent father reported that television viewing made their children careless (59 per cent) and aggressive (53 per cent). A significant number of father reported that under the impact of television their children had become more absent minded (45), backward in studies (43), etc. The father also reported that television had made their children more prone to testing (29), disrespectful (29) etc. 79

Joshi et al (1998) conducted a study on influence of T.V. viewing on adolescence. The findings indicated that T.V. has become a major socializing agent for the young. Being viewed with alarm as children have not time now far listening to their parents. Thus television has emerged as a formidable rival to the authority of the parents over their children. 80

Sultana et al (1998) conducted a study on T.V. viewing pattern of high school students. The study pointed out that the majority of the respondents prefer to watch T.V. with their friends and show that they could discuss about T.V. programmes with their friends. The study also indicated that majority of the students never watch T.V. during the examination. 81

Bharthakur (1999) studied the impact of television on child care in Assam. The main objectives of the study were the influence of television on

mothers regarding the feeding practices of the baby, and the influence of television on mothers regarding the health and hygienic practices of the study and the influence of educational level of on the above child rearing practices. The study was conducted in the municipality areas of Tezpur in Sonitpur district of Assam. From each ward of Tezpur town 21 per cent purposive random sampling was done and the survey method was followed was done and the ‘s’ test constructed was an interview schedule designed to collect all relevant information to the study. The major findings of the study were influence of television towards breast feeding was not found. A majority of the respondents were influenced by television practices for children on supplementary food and on common medication respondents were influenced by television on the choice of baby products. Educational level of mothers does not have influence on feeding practices, but influences the practices, related to health and hygiene.⁸²

Kaur (1999) in her study of influence of television on social life. The study was conducted in two districts of Punjab namely Faridkot and Hoshiarpur in India. The investigator attempts of study the impact of viewing television on four aspects of social life, namely, social mobility, social services and fulfillment of social responsibilities. Two hundred illiterate and 200 non-illiterate adult rural people were randomly selected and their perception towards viewing television was studied. The study indicated that the viewing of television programming by rural adults enhanced their social mobility and social maturity and activated them for social service but it

adversely affected their fulfillment of social responsibilities. The extent of impact of television viewing or rural adults is related to their literacy, sex and viewing time.  

By the close of the twentieth century television begun to have global impact thanks to the revolutionary achievements made in the field of science and technology. The use of satellite for media exposure made a major breakthrough in information technology and television as an electronic media was a substantial gainer in this respect. Nassek (1997), Yadav (1999), Ambirajan (1999) and Gaikward (2000) have pointed out in their studies how the new trends in mass communication has expanded the role of television in an era of globalisation.

Nossek et al (1997) conducted a study about the social implication of cable television restructuring connections with self and social groups. The present study deals with the implications of cable television broadcasting and explores the possible links between the spread of global media and the development of individualistic and globalisatic orientations. The study examined the function of television in strengthening individuals cognitive and affective connections with their own selves, with social group such as primary and ethic groups, with the global community. The beginning of the cable era in reality has created a unique situation which made possible the comparison of two research populations, subscribers and non subscribers which were similar in all background variables, yet different in their television supply. The main conclusion of this study was that there are differences between the two groups in terms of their assessments of

gratifications obtained from television and concerning the strengthening of their connections with various social groups and their own selves. Moreover, there is a clear difference in the structure of the assessments of the two groups as presented graphically in two SSA maps—among the subscribers there is a well defined region of variables related to the connection with the global community, while among the non-subscribers these variables are scattered among variables related to connections with other groups.84

Yadav (1999) in his article of the trends in mass communication in 21st Century. This article talks about the growing importance of satellite based electronic media which is making a global television an increasing reality today, need to be properly appreciated as it opens up enormous new vistas for marketing goods and services regionally and globally. India certainly can emerge soon as a major player in global television.85

Ambirajan (1999) in the article on globalization, media and culture talked about the market and media act symbiotically to produce culture. Economic globalization also means a global culture. Further economies of scale apply here too, and the movement is towards uniformity and regimentation. The cultures of minorities are lost due to trivial gains.86

Gaikwad (2000) conducted a study on parental views: the effects of television viewing on their children’s interests and activities. 200 parents of elementary school going children (9-12 years) were personality interviewed based on survey schedule. Majority of the sample children were viewers of multiple television channels and spent 2 to 2½ hours (light viewers) time on

television viewing. Majority of their parents reported that television viewing had tremendous impact on their children's interests and abilities. On the basis of the review of studies it is amply clear that in its initial phase when television was introduced it attracted students as well as the family members. Viewership was also somewhat limited in metropolitan cities only. Over time its coverage widened and its programmes also became quite varied and its viewerships created somewhat class divisions as well. The average time spent on T.V. was about 2 to 3 hours. Its positive impact was noticed in quite a few studies conducted to assess the impact of T.V. on students but at the same time its commercial exploitation by certain advertising companies made T.V. a major and powerful source of entertainment. Its utilitarian objectives gained upper hand and therefore, the programmes which were of academic and informative nature began to be overlooked. The glamour world made T.V. its major instrument. Several studies which were conducted and reviewed here suggested the adverse impact of T.V. on student's achievement level. Students who were more attracted to the new commercial channels were more interested in watching the programmes which had more thrills and excitement and they found the programme based on education and information somewhat monotonous.

Another significant point that was noticed by the review of studies was that during the last two decades in 1980s and 1990s – with the satellite networking viewership of T.V. programmes have widened and the manufacturing of programmes modeled after the western media has affected the indigenous programmes. Those programmes which are western oriented

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also expose the viewers with the western culture and civilization. The western values have begun to show its impact on different television channels. So much so that even the regional channels have also begun to design its programmes accordingly. Due to networking through cable T.V. there has been sudden spurt of programmes which have begun to instill pragmatic outlook. A sudden erosion of earlier values that used to be part of our cultural legacy may not be frame of reference for our students. Several studies reviewed here brought into focus the loss of traditional values and penetration of western values.

Taking a clue from the review of studies in the present study an attempt was made to see variation in terms of certain demographic variables such as age and sex and attempt was also made to examine the impact of T.V. on the students keeping under consideration certain use of economic variables with special reference to caste, joint family, education, occupation and income background of the students and their parents.

THEORETICAL APPROACHES

In keeping with the theoretical diversity, which characterized the study of the audience, we can distinguish several varieties of approaches. The structural approach is used where the goal of audience research is essentially descriptive. The audience is viewed in term of its composition and its relation to the social structure of the population as a whole. It was also referred to kind of research that is carried out on behalf of media organizations. The audience could be measured in terms not only of demographics compositions

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but also of content preferences, opinion and responses to programmes. Thus research provides a form of feedback in a relatively fast and comprehensible form. Besides, sample survey, other forms of data collections – audience diaries, interviews are also used. These methods supplement television matters installed in receivers to records channel use an viewer’s activity and response. The structural approach, with its typical methodologies, can do much more than provide management feedback data. It can be used in research to assess the effects of communication. It enables opinion, attitude and behaviour data such as on voting, interrelated with media exposure. It can shed light on the relation between media use and social conditions. It may serve as an important tool in the accountability of media to the society/sponsor. The structural approach has also been adopted to explore group relations with in the audiences, patters of influence\textsuperscript{89} and later studies of diffusion of innovation.\textsuperscript{90}

The behavioural approach is an old as the structural cultural, which try to establish the effect of media massage on individual behaviour, opinions, attitudes and values. Early researches adopted the experimental or quasi-experimental approach to examine the effect of communication. The conditions of message, channel and receptions were manipulated in the research to examine the effects of communication. It also aimed at examining the unintended consequences of message.\textsuperscript{91} The early example was the Payne Funt studies which examined the effects of film on youth.\textsuperscript{92} The appeal of violence and response to portrayals of violence and related phenomena in the

\textsuperscript{92} Blumer, H. 1933. \textit{Movies and Conduct}, New York: Macmillan.
media, have mainly been investigated within this tradition. In general, we can find in this tradition, especially in its uses, a much stronger inclination to treat the audience, as an active participant in what is always an interaction between the media sender and receiver.

Finally, the most recent addition to study the audience responses on communication has been using research approaches by social-cultural/reception approach. This approach attempted to show that messages could be read differently among differently constituted social and cultural group. The other main points emphasized by the culturalist approach is a view about media used that play a significant role in every body’s life, and it could be understood only in relation to the particular social content and to other practices. Media reception/cultural research emphasized the study of the audience as sets of people with unique, though often shared, experiences and is in charge of their own lives. This aspect of the tradition pointed to the need for detail ethnographic descriptions of particular audience and particular kinds of content. Moreover the followers of approach cultural think that the audiences are never passive, nor are their members all equal, since some will be more experienced or more active fans than others.

Further during the post-war period audience studies have revolved around effect perspective and its uses. It has also been directed to assess the degree of audience gratification at the school level. Morley contends that the history of audience studies oscillates between perspectives .It has highlighted the power of the message and tried to examine the impact of its content over its audiences. Yet another perspectives has stressed on the barriers ‘protecting’ the audience from the potential effects of the messages.

The effect theory is position is most obviously represented by the whole tradition of effect studies in which media are seem as having the power to ‘inject’ their audiences with particular message which will cause them to
behave in a particular way. Television is accused of reducing its audience to the status of glossy eyed dupes who consume a constant diet of predigested junk food, churned out of the media message factory. Who suffer the anaesthetic effects of the addictive and narcotic substance. Television has also been accused of making us do all manner of things, most notably in the debates around television and violence, where it has been argued that the viewing of violent television programmes will cause the viewers to go out and commit violent acts. It is a theory about what television does by making people more vulnerable to its effect.

The other key perspective that has been developed principally is ‘uses and gratification’ school. According to this perspective, the viewers is provided with an active role and it is than a question, of looking at what people do with the media rather than what media do to them. The uses and gratification perspective does represent a significant advance on effects theory as it opens up the question of differential interpretation. It was of great significance in promoting the active engagement of the audience with the medium and with the particular television programme that they might be watching. From this perspective one can no longer talk about the effect message on a homogeneous mass audience who are expected to be affected in the same manner.

Stuart Hall’s encoding/decoding model of communication was developed as an attempt to bring further insight within each of these perspectives. The effect theorists convey the notion that mass communication is a structured actively, in which institutions which produce the message do

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have a power to set agendas and to define issues. The model also attempted to incorporate, from the uses and gratifications perspective, the model of the active viewer making meaning from the signs and symbols which the media provide. In short, the encoding and decoding model was designed to provide a synthesis of insight, that have come out of a series of different perspective on communication, Sociology and Psychology ten to provide an overall model of communication current as it operated in its social context.\textsuperscript{95} However it remains a limited model as it simply provides for the three logical possibilities of the receiver either sharing, partly sharing or not sharing the code in which the message is sent.

If we are to theorize the subject of television, it has to be theorized in its cultural and historical specificity need detailed analysis. As most of the studies reviewed above were conducted in other countries where television transmission is not under the complete control of government. Besides there are differences in programmes and thus the results of most of the studies conducted in different part of world may not be applicable to the Indian setting. Unfortunately, there is a paucity of research being conducted in India, few studies have been conducted in India where the impact of television viewing on students has been studied. The data on India situation is also quite limited and there is a gap of knowledge in this regard. Some of the studies, which have been conducted in India have limited empirical base. Therefore, it was decided not to make use of any theoretical framework. However since our study is exploratory research design, we have formulated objectives to study the social and educational impact of television on high school students.

STATEMENT OF THE PROBLEMS

After taking stock of the findings of the various research studies conducted on the impact of the television in India and abroad, we come to know that the empirical studies show remarkable degree of diversities. We come across only some limited research studies in India context where strays articles reflect upon the impacts of television. Such studies have been conducted on children other than high school students, which do not give us any idea about the opinion of students studying in higher classes. Therefore, it was considered necessary to conduct a full scale empirical study to understand the social and educational impact of television on high school students of Rohtak city. We do not find any empirical research study conducted in this area to examine the impact of the television on high school students. Considering the general dearth of study, the significance of the present study can very well be imagined.

After the communication revolution the importance of television has been realized and accepted by the masses. Television has become the most popular, glamorous and acclaimed media of mass media communication. The impact of television on the development of students can not be overlooked. There is no denying the fact, the effects and the influence the media has on people. Television is all pervasive and has influenced nearly all aspects of students life. We can easily see its effect students daily routine, their studies, leisure and sports activities. It has adversely affected social relationship. No
longer do families interact as frequently as they did before, as visits are reduced, if not eliminated. The students turn to television regularly for entertainment, education and enlightenment. The television presented programmes are realistic, unbelievable and the programmes which are essentially commercials. They have become a special audience with incomplete understanding of physical and social world which they live. Irony is that they are eager to learn as their abilities and capabilities somewhat limited. Thus the television has a positive as well as negative impact on students community. These impressions and viewpoints can only be verified by doing a systematic and empirical research exercise. After the recent rapid expansion of television network in the country, the medium has attracted a great deal of attention of researchers. Therefore our study on the “social and educational impact of television on high school students of Rohtak city, Haryana”, is an attempt to fill the gap which is there because only few researches have been conducted to study the impact of T.V. on students. Since the student population spend a great deal of time viewing television, the significance of the present study and its relevance lies in the fact that it would adds to our existing stock of knowledge.

OBJECTIVES OF THE STUDY

The present study has following objectives:

1. To study the frequency of television watching and student's reactions about television programmes.
2. To study the impact of television watching on student's daily routine.

3. To study as to how far television watching effects family relations, promotion of family structure and social value.

4. To study the reaction and to know as to how far the television programmes helps in gaining of information and knowledge among the high school students.

5. Finally, to study the suggestion given by the students on various aspect of television.
SCHEME OF CHAPTER

- The Scheme of Chapter of our thesis are as follows:
  - Introduction
  - Field and Research Methodology
  - Social Background of the Respondents.
  - Social Impact of Television.
  - Educational Impact of Television.
  - Conclusion.
  - Bibliography
  - Appendix