MEDIA AND EDUCATION:
A PRELIMINARY REFLECTION ON THE CHANGING DYNAMICS OF KNOWLEDGE TRANSACTION

Dissertation submitted to Jawaharlal Nehru University in partial fulfillment of

the requirements for the award of the degree of

Master of Philosophy

SHIRSHA GANGULY

CENTRE FOR THE STUDY OF SOCIAL SYSTEMS
SCHOOL OF SOCIAL SCIENCES
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI- 110 067
INDIA
2009

जवाहरलाल नेहरू विश्वविद्यालय
JAWAHARLAL NEHRU UNIVERSITY
NEW DELHI 110 067

Centre for the Study of Social Systems
School of Social Sciences

Tel. : 26704408
Fax : +91-11-26742539

Dated: July 21 2009

DECLARATION

I hereby declare that the dissertation entitled 'Media and Education: A Preliminary Reflection on

the Changing Dynamics of Knowledge Transaction' submitted by me to Jawaharlal Nehru

University, New Delhi, India for the award of the degree of Master of Philosophy, is my original

work and has not been previously submitted in part or full to any other university or institution

for any other degree or diploma.

Shirsha Ganguly

We recommend that this dissertation may be placed before the examiner for evaluation.

Prof. Tiplut Nongbri
Chairperson
Chairperson
CSSS/SSS
Jawaharlal Nehru University
New Delhi-110057

Prof. Avijit Pathak
Supervisor
Professor
CSSS/SSS
Jawaharlal Nehru University
New Delhi-110057

ACKNOWLEDGEMENT

CONTENTS

INTRODUCTION

The second half of the twentieth century was marked by the global expansion of communications media and a burgeoning visual culture, radically altering the dissemination and production of information and knowledge. Education, widely espoused as the principle instrument of social change was fundamentally challenged and transfigured by this process. There has been a number of rapid developments in technology and a proliferation of a wide range of communicative practices since the late 1980s. Children today can hardly visualize a world without the television, computer and the Internet. With a number of channels in television, the large number of computer games like Play station and Dreamcast and the boundless storage of information in the Internet, children today are bombarded by images and spectacles. In this age of mass media, there is a definite change from the lettered representation to the screen and its roving images. Changes in communications technologies alter the structure of thoughts, the character of symbols and the nature of the community. These far reaching consequences of changes in communications technologies are to be seen in their impact on children. It changes how they see themselves in the world and the way in which the world operates. Contemporary childhoods are shaped by and in turn shape the changing communicative practices of the twenty first century. Therefore one needs to develop new theoretical models for analyzing the relationship between media and new technologies and children's education. One needs to understand the technological transformation taking place in the new millennium and their impact on education. One needs to develop an understanding of education in this age of new communications technologies and new media and building an informed pedagogy that offer opportunities for reappropriation and transformation.

Parents, teachers and educational theorists have reacted with moral panic with regard to children's media consumption. Visions of diehard addicts and couch potatoes without any imagination and who are capable of imitative and anti social behavior have haunted the public imaginary. The child is seen as a passive consumer of images who is liable to be molded in any direction. However, one needs to analyze the democratic and liberating potential of new technologies and communications.

One also needs to analyze and understand the role of multimedia and new technologies in education. The television industry, the cinema and the Internet are the few settings where the visual came into its own as a respected and even a preferred mode of educational representation. Visual media were regarded as practical alternatives in contexts where low literacy levels were seen as a barrier to education. Writing and reading occupied a space of privilege in the western tradition of education for most of the twentieth century, making these skills key factors in subject's identity and status relative to community. Images and graphic representation have since become integral aspects of writing and reading. And images have earned a new status in some educational contexts becoming a representational mode of choice with nuances well beyond their previous status as illustration- as visual icing on the textual cake. The visual has taken a new importance in the scheme of knowledge formation. It breaks from the tradition of the textual, the icon of older educational values. The visual media is elevated to being a paradigm of knowledge of the future. For example, some schools in Bangalore have considered the inclusion of Microsoft's "Age of Empires" series of computer games in their curriculum. The game has different dynasties in different times fighting against each other with constant references and anecdotes to the players, characters, sites and other features.

In a media saturated world, children are continuously engaging with an intertextual transmedia context. In this environment, the classroom does not lose its significance. In this media saturated world, one also needs to understand the limits and deficiencies of a techno- mediated culture. In contrast to a techno mediated education which can have certain liberating consequences, however direct face to face learning can help engage the students as well as teachers in complex, critical dialogic environment which can be beneficial for both the student as well as the teachers. The benefits of a student - teacher interaction in a classroom needs to be understood.

Thus the question revolves on how the children are engaging with practices and knowledge acquired in school and traditional fields of learning and with a fund of knowledge that is acquired through their repeated exposure to media texts.

Therefore, children today have certain needs in relation to media, which cannot be met within the old curriculum. One needs to develop a clear understanding of the media related funds of knowledge that children bring with them to school and are actively engaged in the playground, art classes and recesses. Practices have to be developed and a dialogic environment needs to be established. Parents and teachers today should understand therefore the importance of the ability to think critically and creatively about the media and their relationship to society. In other words, one needs to understand that it is a critical understanding of how the media work, how they produce meaning, what techniques media use, how audiences make sense of the messages conveyed through the media and how media affect the society that needs to be inculcated. Students need to become critically autonomous users of the media. There are many compelling reasons for such a need for a critical penetration and a theoretical perspective to media. Media, especially television programs and commercials encourage such values as over consumption, materialism, simplistic solutions to complex problems, violence, casual sexual behavior, stereotypical racial and sex roles. Children need to be equipped with cognitive tools to analyze media, its messages and audience responses. One needs a curriculum, which supports children's engagement with media texts. Basic questions thereby arise on how to construct a pedagogy, which provides opportunities to engage critically with media texts. Young children are rarely encouraged to question issues of power and ideology in texts and it is often assumed that children lack the critical capacities required for such an engagement. One needs to develop a pedagogy, which will enable one to think critically and creatively about the media and attain critical autonomy in relationship to all media. The question is about being mindful of the media. Therefore, one should understand the various ways that children are engaging with media texts and whether they find a sharp dissonance with their engagements in the school.

The key concepts in this research are 'education' and 'media'. A conceptual and theoretical background of both these terms is required to provide a direction to the research.

Education is seen as one of the primary mediums by which society in its daily workings of social life is reproduced. It was seen as a means by which the process of exchange between two generations is formalized which further ensures the continuity and preservation of society. It is basically seen as a means by which the society is promoted and maintained. Industrial and modern societies generated the need for a separate mode of ensuring continuity which responded in the formation of schools, the bastion of formal education. However some saw the school as promoting the interest of the dominant sections of a society which is characterized by divisiveness and asymmetrical power relations. The common line of thought was that there was a cleavage between education in school and learning in daily contexts. Formal education is different from the learning that one acquires through living in a particular environment with its particular agents of socialization. Formal education is seen as different from the socialization that a child faces outside the school. Schools today are now entirely concerned with grades and exams and the emphasis is on the performance in every board exam, the result of which decides the credibility of the school. Thus there is a perceived dissonance between the education one receives in school and the socialization one faces outside the school.

In this dissertation I am concerned with the reproductive capacity of education and how that is influenced by external forces such as those of the media. In order to understand the reproductive capacity of education, we have to see the latter as a means by which society regenerates itself. John Dewey's understanding of education has been quite instrumental in formulating and structuring this characteristic of education. For him reproduction of a society occurs through the recreation of ideas, beliefs, hopes, happiness, misery and practices. Education is the means by which this continuity of life takes place. For the continuity of society, new members have to be initiated into the ways and means of life

5

and it is through education that this takes place. Education for Dewey is a means of communication by which habits of doing thinking and feeling are transmitted from the older to the younger. It is this transitive characteristic of education that I am concerned with in this dissertation. In the same vein Emile Durkheim's understanding of education has further provided a ground work for one of the main concepts in this dissertation. For him each society feels a necessary need to arouse in their new members ideal characteristics without which it will be impossible for the society to survive. For him, education perpetuates and reinforces those characteristics that collective life demands.

"Education is the influence exercised by the adult generations on those that are not yet ready for social life. Its object is to arouse and to develop in the child a certain number of physical, intellectual and moral states which are demanded of him by both the political society as a whole and the special milieu for which he is destined"[1]

For Durkheim education is the means of cohesion; a means by which society reproduces those characteristics without which it cannot survive. It is this characteristic of education that I reason with in this dissertation. This reproductive capacity of education is seriously competed by the institution of media which has more persuasive means of transmission. For Dewey, society "not only continues to exist by transmission, by communication, but it..... exists in transmission, in communication".[2] All communication is educative. Mass media today in its visual forms such as television, cinema and the internet stands as a very effective means of communication. It is this form of communication and its resultant existence alongside that of education is what I try to explore in this dissertation.

It is here that I place media as a source of knowledge and information which influences the child.

---

[1] Durkheim 1956: 71
[2] Dewey 1966: 4

Mass media has been defined in the Collins Dictionary of Sociology as:

"... the techniques and institutions through which... (there is)... broadcast and distribution of information and other forms of symbolic communication to large, heterogeneous and geographically dispersed audiences."

The most central idea in mass communication is that the new means of communication would enable communicators to establish contact with great numbers of individuals at all levels and in all parts of the society. Communication by way of mass media is overwhelmingly in one direction with little or no chance for receivers to react and respond back with the sources of communication. With mass media, a clear demarcation was made between what is public and what is mass. As according to C. Wright Mills[3] there are four basic differences between public and the mass. Firstly the most obvious distinguishing factor is the ratio of the givers of opinion to the receivers where in a public discourse people can interact personally with each other and in mass communication, one spokesperson talks impersonally talks impersonally to a network of communications to millions of listeners and viewers. The second factor which should be taken into consideration is the possibility of answering back an opinion. In mass communication it is very difficult to 'answer back' or put across one's opinion. Public communication is so organized that there is a chance immediately and effectively to answer back any opinion expressed in the public. Thirdly, while in public communication opinions find an outlet in effective action, in mass media the realization of opinion in action is controlled by authorities who organize and control the channels of such action.

Mills characterized mass society which, I feel is instrumental and important to understand the society in which we live in. Firstly very little of our experience today is actually first

---

[3] Mills C Wright 1956: 302

hand. Most of the ideas and constructions we have are gained from the media. The media not only gives us information but it also guides our experience. Our reality is tend to be set by the media rather than by our own fragmentary experience. The media have not only filtered our experience of external realities, they have also entered into our own experience of our own selves. They have provided us with new identities and new aspirations about what we should be like and what we should like to appear to be. It is this transformation from public to mass which has been instrumented by the media is what intrigued me. The challenge of socialization that was accentuated by this transformation into the "mass" is what I like to understand and realize.

With the proliferation of mass media in the twentieth century and the recent impact of digitized technologies on the production and consumption of them in recent years, it has become an important economic, political and social institution. Since the 1980s, rapid developments in technology have led to a range of communicative practices which were simply not possible before. However, media generates a culture which is identical and part of the iron system. Movies, television are means by which the individual has become subservient to the absolute power of capitalism. According to Adorno and Horkheimer, "real life is becoming indistinguishable from the movies and the film forces its victims to equate it directly to reality. For them there is no scope left for mass media consumer's powers of imagination, which are becoming stunted. However, it is this very conception of a passive audience that Walter Benjamin criticizes. He spoke of collective experience that is generated through the mass media and the fact that people reveled in that collective experience. He saw the audience as having an agency. The notion of a passive audience which was portrayed by Adorno and Horkheimer as having same needs and identical reception was criticized by Walter Benjamin who saw the audience as having an agency who view the cinema both critically as well as a source of entertainment. He also spoke of an individuality which survives in a crowd. .

It is at this juncture that I place my research theme of the conversing roles of education and media in children. Ivan Illich[4] observed that schools were seen by many, as a site "which will guide their lives, form their world view and define for them what is legitimate and what is not". However we have children in our classrooms today who engage with not only the knowledge that they acquire in schools but also bring with them certain funds of knowledge which are generated by their engaged and continuous reception of media images and spectacles, thus having their own unique notions of the world and its meanderings. According to Jackie Marsh[5], play related to television, films, and computer games is an integral part of young children's daily lives in the home which facilitates the "text to life" responses which is a key to the development to meaning making. According to her, this play becomes almost ritualistic in nature and has an important role to play in the development of behavior into which experiences are assimilated and which is gradually coordinated. Also Jean Baudrillard's[6] notion of hyper reality where one can no longer distinguish between what is real and what is unreal becomes important in a context where media has become so meaningful in children's life that they live vicariously through it. It gives them an alternative notion of feeling as if one belongs. However this is a rather pessimistic view and one should take into account the way in which media are enhancing established communities of practice and are helping to create new ones. For children, media is not providing a parallel reality but also interacting with daily individual and social practices in complex and significant ways.

With the above theoretical background in mind, research in understanding the various inroads between education and media can be seen through the perspective of the children who are not passive recipients of information and knowledge that they encounter in school and outside; in other words recognizing the children's ability to pick and choose from media and school to make sense of texts. Children will be seen as engaging in a creative process in which they create their own fund of knowledge that is drawn from diverse sources, both familiar and new. What is therefore required is sensitivity to their

---

[4] Illich Ivan, 1971
[5] Marsh, Jackie, 2005
[6] Baudrillard, Jean, 1994

interests and preoccupations and a commitment to recognize and help them use their media related funds of knowledge so that new experiences at school develop from those outside and not negate them.

In this dissertation, I would like to see how one rearticulates the content of media in its various forms. I would like to study various points of engagement with media with its relevance in terms of education. Thus, there are three points of articulation with media that I would like to probe into. Firstly, it is a question of how children themselves rearticulate the content of various forms of media which they receive and creatively engage in various ways. Secondly, with the understanding that children perceive the media in unique ways, it will be of immense significance to know how the schools are rearticulating and can take into account this engagement with media. Thirdly, with directed reference to the above questions, the question revolves around how the children are themselves rearticulating their engagement with media texts within the school, i.e. how they perceiving both media and education. Thus it is these various points of rearticulating with media and education that I would like to probe into.

In my dissertation my chapters are arranged in a manner which corresponded to the way my own research into this particular field evolved.

My first chapter elaborates on the above elucidated theoretical orientation of the research. My chapter begins with certain questions. How do we view the relevance and role of mass media? What is our relationship to the content and form of the media messages that we receive daily? How do we receive these and in what manner are we shaped by them? In my first chapter I try to understand the various nuance of media, how it is viewed and try to conjecture the relationship between media and the audience. Media today has become one of the major socialization forces today and it is this role as a socializing agent that I focus on in my first chapter. Thus I tried to see how different philosophers

and thinkers has viewed media in order to base our study. Given the power that media has in our lives today, it can be conjectured that the media in all its capacity can teach the children to live. I try to unearth the official interpretation of media through understanding the extent of media today in India. In this chapter I try to see how media has grown in India and the various ways by which policies and laws have facilitated this growth. With this view I try and delve into secondary literature concerning this field and try and formulate my research. Many conclusions made by researchers and philosophers in this aspect are based on the conjecture that media reception is itself linear and that children therefore need to be monitored and guided through this overwhelming all encompassing entourage of media. However further reading enlightened me on the relationship between the audience and the media which elaborated on the fact that children may not be passive viewers. My chapter is roughly divided into two sections. One deals with theories which see the audience as passive consumers. The hypothesis that children remain passive viewers of the content of media has fathered a number of viewpoints that are still quite popular and rule the mindset of most educationists, teachers and parents. One of the most important books in this regard is Adorno and Horkheimer essay "The Culture Industry: Enlightenment as Mass Deception" in the book "The Dialectic of Enlightenment". Hence I have tried to conjecture about the socializing role of the media and the apparent passive role of the audience. Here I feel that Marshall McLuhan concept of media gives a very different perspective and take on the above and hence its inclusion becomes necessary in order to formulate my own theoretical orientation on this subject. I explore his concepts of "The Medium is the Message" and "Hot and Cold Medium". The second section of my chapter elaborates on how one can view the relationship between the media and its audience hermeneutically i.e. where the audience is seen as a situated and creative entity. In reference to such a new orientation I look into the works of Walter Benjamin whose view can be seen as outside the pessimistic modernist position which sees the audience as a passive entity. I further try to understand John B. Thompson's view of media as he tries to clarify the term mass communication and a unique cultural and hermeneutical view. Also one of the most important schools of thought in this regard would be that of the British Cultural studies spearheaded by the writings of Stuart Hall and others. They were among the first to study the effects of newspapers, radio, television, film and other

popular cultural forms on audiences. They also explored how assorted audiences interpreted and deployed media culture in varied forms and contexts, analyzing the ways that made audiences respond in contrasting manners to media artifacts. In understanding these various viewpoints I have tried to formulate my own understanding of media which is important and instrumental in furthering my research.

In the next chapter I take my understanding further and elaborate on how media is creating certain changes in the school scenario. The changes affected by the media can be felt within the classrooms today. Education is undergoing voluminous changes with regard to the effects of media today. Even though there is a dissonance between formal education and learning that is perpetuated through the media, the bastion of formal education, the school and the classroom is slowly changing with regard to the influences of the various forms of the media. In this chapter I explore how the socializing agency of the media is influencing education. Keeping the above research interests in mind I would thus like to see how till now media has been viewed within the general research context of education. I would elaborate on the three bastions of education which take fruition through the roles of the teacher, the roles of the student and the role of books. The teachers' role undergoes voluminous changes. Many of them as has been seen also try to adapt their teaching roles in relation to these influences of the media. Certain methods suggested by writers are elaborated and specified in this context. The student today has completely changed and today we see children sitting in classrooms who know much more through their constant engagement with the media. Hence I try to see in which ways the media influences the student in their daily engagement in the classroom. Lastly I try and compare the two mediums i.e. the traditional medium of the classroom, the book and the media. Through the analysis of the above points I try to see how the teachers, student and the book changes with relation to media.

The third chapter of my dissertation is based on a small field sensitization which I conducted in relation to the topic. Given the constraints of time, such a dissertation does

not allow an extensive fieldwork. However, in this work a simple field sensitization has been conducted in order to practically ground what is being read and understood. It will help me in understanding the theories about media and education and the influences of the former which are conjectured. It is not meant to be an exhaustive ethnography but a simple field introduction in order to put into perspective the work and reading done till date. The objective of this research is to explore how media today is changing the way schools function. Here I try and go beyond my above reading centered on the topic and explore the possibilities in this field. Hence two objectives evolved out of the study which I sought to undertake. One basic objective was to understand how media and technology function and what effects they have on learners. This objective made me understand the actual socializing effect of the media and what effects it can have on the students that are sitting in our classrooms today. Also I wanted to see and explore ways of realizing unexplored potentialities of media and ways of converting them into educational purposes. Therefore conducting a small exploratory fieldwork became important in this study.

With the above framework in mind, I proceed to delve into understand the contours of media and education. Understanding media in relation to education is very important in today's world keeping in mind the mind-boggling changes that have been initiated with the onset and reach of media. Education as an agent of socialization is greatly competed by media and it is this coexistence that I would like to probe in the following few chapters.

LIVING IN A MEDIA INDUCED WORLD:

A SOCIOLOGICAL

ENQUIRY

We live in a media dominated society. The urban dweller's world view is increasingly shaped by what he/ she sees in the television, cinema and the internet. Their world view is increasingly shaped by the news bites and entertainment offered by the electronic media. Radio and satellite television today reach far into the rural interior, and there are very few people today who do not have some form of regular contact with the mass media.

The pervasive presence of media in all our lives demands that we reflect on certain questions. How do we view the relevance and role of mass media? What is our relationship to the content and form of the media messages that we receive daily? How do we receive these and in what manner are we shaped by them? Also educationists, teachers and policy makers also need to become more widely aware of the forces that drive the media, of the political and economic considerations and feedback loops through which media practitioners construct products and messages for their consumers. We need to be cognizant of the effect these processes have on value-formation, societal trends and lifestyle choices, as well as on the sense of inclusion and exclusion within our larger social environment. At another level, educators also need to critically engage with issues thrown up by the built-in effects of media technologies, especially those of the electronic media. How do these alter our sense perceptions, our behaviour patterns and our capacity to learn? Ultimately, as educators our primary concern is with the learning mind - with an alert, awake mind, that is conscious of what is around and within it, which can engage actively with the multiple challenges of life. Understanding our media experiences and learning to put them in their place must therefore become an inextricable part of education in our times.

There is no denying that the media plays a very important role in everybody's lives today. It plays vital part in the modern world. Today one cannot consider a world without the media in any of its various forms. Its influence has become so pervasive today that it is one considered as one of the important agents of socialization alongside of the family, the school and the peer group. It is in this role as an agent of socialization that the study of media becomes important in this research. We need to understand how different philosophers and thinkers have viewed media in order to base our study. As education

concerns itself with an understanding of the world and ourselves, it must necessarily also grapple with the sources of influence and representations of reality that we are constantly exposed to. With the invasion of the mass media, particularly, it has become a crucial function of education to help children pay attention to the influences they imbibe and the representations they internalize. Our knowledge of all that we do not directly see, hear or experience for ourselves - what we know about nations and war, about nature and the environment, and about people, products, fashion and lifestyles - is largely from the media. Given the power of the media today, if we do not teach our children how to live, the media will.

Our understanding of media in this research needs to be firstly based on the extent of media today in India. Alongside this view, we also have to unearth the "official" interpretation of media and the role that they play in the lives of the people today. Delving then into certain important understandings of media, we explore the writings of Adorno and Horkheimer, Marshall McLuhan, Walter Benjamin, Nicholas Abercrombie, John B Thompson and others in order to understand the role of media and the various processes that are associated with it today.

1. MEDIA AS A SOCIAL INSTITUTION IN INDIA TODAY

In 2000, India had one of the largest radio, television and satellite/cable systems of the world. India had around 500 million viewers which dwarfed America's viewership statistics that stood at 260 million viewers. The following explores the growth of mass media and communication in India. This becomes essential to the study as it helps us realize the prevalence and extent of mass media today. Vast changes have occurred in India with due reference to mass media and public broadcasting.

I. GROWTH OF TELVISION IN INDIA:

Television was introduced in India as an experimental education service in Delhi in 1959, with regular daily broadcasts beginning 6 years later. In the mid 1960s, Dr. Vikram Sarabhai, a visionary technocrat and founder of India's space programme Indian government proposed that a nation wide satellite television system could play a major role in promoting economic and social development. At his initiative NASCOM a national satellite communication group was established in 1968 and based on its recommendation, the Indian government approved a "hybrid" television broadcasting system consisting of communication satellites as well as ground based microwave relay transmitters.

With the launching of SITE and INSAT and other satellites over the next two decades, there was an increase in the extent of television in India. The rapid expansion of television hardware in India in the 1980s increased the need for developing more program software to fill the broadcast hours. Program production previously a monopoly of DOORDARSHAN, the government run national television system in India, was then opened to an outside pool of artist, producers, directors and technicians. Most of them were previously connected with the Mumbai film industry.

Many of the policy makers believed that television had the following social objectives:

1. to act as a catalyst for social change
2. to promote national integration
3. to promote a scientific temper in the minds of the people
4. to disseminate the message of family planning as a means of population control and family welfare
5. to provide essential information and knowledge in order to stimulate greater agricultural production
6. to promote and help preserve greater ecological balance

7. to highlight the need for social welfare measures including welfare of women, children and the less privileged

8. to promote interest in sports and games

9. to create values of appraisal of art and our cultural heritage

Policy makers also soon woke up to the importance of television and other media technology in their role in education. Delhi Television took a decision in 1961 to broadcast curriculum based lessons on selected subjects, particularly in science. The aim was to provide standards in the teaching of science at the secondary level. At the time, few Delhi schools had laboratory facilities and there were few qualified science teachers. These disadvantages were quickly overcome by the visual medium of television. Teachers and students responded with enthusiasm to this new teaching aid. But it was not the specifically directed programs that caught the children's fancy but the general programs that were produced with the explicit idea of entertainment.

With the advent of outside talent in the television industry, a programming revolution was sparked off. Serials like Hum Log gained in popularity and showed that an indigenous television program could generate a large loyal audience. With Hum Log, advertising in India also gained momentum. It was during the screening of Hum Log that advertising promoted a new consumer product in India, "Maggi 2 Minute" noodles. The public readily accepted this new consumer product and paved the way for advertisers to realize the power of television commercials. The commercialization of Doordarshan was then underway.

Hum Log was quickly followed by "Buniyaad", another soap opera which was ground breaking in its own way. "Ramayana" attracted huge ratings and brought cities to a standstill. It was followed by the equally successful "Mahabharata". These television programs attracted huge audiences and generated vast advertising earnings for the Indian

government through Doordarshan. Advertisers quickly understood the advantages of advertising their products through a medium that reached the national audience.

The cable television industry was also mushrooming in major Indian cities during this time. The VCR and the VCP also multiplied many entertainment options for Indian audiences, providing alternatives to Doordarshan's single channel programming. Video viewing at home and in community based video parlors increased rapidly. By 1984, entrepreneurs in cities such as Mumbai and Ahmedabad had begun wiring apartment buildings to transmit several films in a day. Within a few years, this phenomenon became widespread in other urban centers. The number of cable operators in India exploded from about 100 in 1984, to 1,200 in 1988, 15,000 in 1992 and to 60,000 in 1999.

In the 1990s the nature of Indian television changed in a very dramatic way. Indian television became much more entertainment driven like Hollywood produced television fare in America. Western programs and Indian produced programs that conveyed consumerist and material values predominated on the new private television channels. The new television atmosphere was made possible by satellite and cable technology. A host of private television networks like STAR TV, ZEE TV, SONY and MTV began broadcasting in India. Even the relatively staid Doordarshan was forced to change its programming in order to retain its dominant market position and advertising revenues. But the private networks dominated among the urban elite audiences in India, the market particularly desired by advertisers because it yields more advertising income.

In 1990, the only television broadcaster in India was the Doordarshan. But this situation was totally changed by the Gulf war which began with Iraq's invasion of Kuwait in 1990. Many Indian families had relatives working in the Gulf states and were desperate for news from the region. Thus was born the idea of satellite television networks broadcasting into India, with programming uplinked to satellite transponders from Hong

Kong, Singapore, Moscow or other sites outside of India. The first network to capitalize on the opportunity provided by direct broadcast satellite (DBS) was Star TV, headquartered in Hong Kong. India soon became Star TV's priority audience and Star began broadcasting in Hindi as well as in English.

Thus we see how over the last two decades television broadcasting has gained momentum with the advent of Doordarshan and the cable television. Today television sets have become a necessary commodity with most of the population having access to the programs, in their homes or their community centers. The potential of the television to transmit socially relevant messages directly or indirectly was realized as early as in the days of Hum log where the serial promoted such social themes as gender equality, small family size and national integration. At the end of each 22 minute episode, a famous Indian actor Ashok Kumar summarized the educational lessons from the episode in an epilogue of 30 to 40 seconds. Kumar connected the drama to viewer's everyday lives. The potential of television to enrapture audiences was also realized with Ramayana when the whole country came almost to a standstill when it was broadcasted. Television sets were adorned and decorated when "Lord Ram" came onscreen albeit portrayed by Arun Govil. With the broadcasting of western programs in the form of "Baywatch", "the Bold and the Beautiful", MTV there was a fear about their influences on the audience much of which was consisted of children. Parents, teachers and political leaders suddenly woke up to the potential of television to capture the minds of children and change their lifestyles. Many policy makers, teachers and parents realized the importance of television in the world today. Most of them saw the television and cinema as having a corrupting influence in the lives of children and saw their roles as perpetrators of values and customs being slowly and definitely eroded by the all pervasive presence of the media. Thus much of policies and pedagogies have focused on how to counteract the force of the media and protect the vulnerable and impressionable minds of the children who were seen as passive beings. There was therefore an extensive amount of research that looked into the ways by which television was instilling habits within children which were different from that of

the parents or the school and how they having impressionable minds were imitating nonsensical and dangerous images that were shown in the television.

II. GROWTH OF COMPUTERS AND INTERNET IN INDIA:

There has been a phenomenal growth of computers and internet in India. In the early days of the computer only large corporations and businesses could afford a mainframe computer and these machines were used for tasks such as analyzing huge data sets. The Indian Statistical Institute in Calcutta acquired the first computer in India in 1955. additional computers were purchased in India mainly from IBM. By 1972, there were 172 computers in India and three fourths of these were made by IBM. In 1977, the Indian government refused to allow more than 50 percent ownership by foreigners of any company operating in the nation. However such a policy changed in 1984 when the late Prime Minister Rajiv Gandhi changed government policies to encourage an indigenous micro computer industry. Imports were liberalized and international standards were followed by Indian computer manufacturers so that their products could compete more effectively in the global marketplace. Today we have more than five million computers in the country today. There was an unprecedented growth in the demand for computers and with falling prices, it became an essential commodity in every middle class Indian's home.

By early 2000, India had an estimated three million internet subscribers and about 15 million users. It exploded to eight million subscribers or roughly 40 million users in 2001. Indians today are waking up to the potential of having computers in their homes. However owning a computer was not essential to access the internet, which is why cyber cafes and telecenters are rapidly mushrooming in India and in many other nations.

Prior to 1995, internet connections in India were only available to non commercial organizations through a Department of Electronics Education and Research Network

21

(ERNET) scheme. However in 1995, when internet connectivity became available to individuals and organizations on a commercial basis, many entrepreneurs were quick to enter this business. The first commercial cyber café began in 1995 on Brigade road in Bangalore; it was called "Coffee Day Cyber Café". Teenagers soon became aware of the "freedom" of the cyber cafés where one could play games, access material, and become members of online communities all without the policing of the parent. Cyber cafes became very popular in many cities. Today one access the internet anywhere as there has been a mushrooming of cyber cafes. Internet has become easy and accessible and youngsters today have woken up to the potential of the former's capacity to garner information and access materials.

Thus today's children in India have unprecedented access to all forms of media and thus needs to understand these texts. In this media saturated world, children are continuously engaging with an intertextual transmedia context. Not only are they duly influenced by these texts but they also engage with them in a meaningful way. It is necessary to understand the growth of media in India in order to understand the extent of children's access to it.

2. UNDERSTANDING THE INSTITUTION OF MEDIA:

With the primacy of television in the lives of young people today, it is without a doubt that television is, in fact, as declared by Neil Postman in his book *The End of Education: Redefining the Value of the School*, the "first curriculum" for students, whereas school with its print oriented curriculum has been relegated to the second place. The mass media today seem to offer a dynamic content which includes knowledge about people, places, politics, events, history economics and crime. They present new role models with regard to behaviors such as fashion, traveling and other social activities.

22

The media today has come to have a very important place in our lives today. At one level it may be considered as a mode of human communication that is intended to provide news, views, information, entertainment and advertisement of available products. However media represents much more than the above. In this world virtually all that we know about the world beyond our immediate experience is through the media. If it was just a transmission of reality then it would have been viewed differently. But it is now understood that media shapes and codifies reality in different ways. All media present carefully crafted constructions of the world. Any message cannot be considered neutral or value free. Media that we come in contact with contain selective messages about values, beliefs and behaviors.

In India, the impact of media on children is becoming an important catalyst in the process of social change. What we can see is a distinct change which is visible in the following conclusions.

1. The experience of longer hours of watching television is clearly affecting the attention span of children and their readiness to undertake tasks that require a sustained application of mind and body.[7]

2. The media creates in the child's mind through an assimilation of media messages a need for quick gratification. Children begin to desire particular kinds of toys or other consumer products. For older children, identification with certain 'brand name' products and their associated advertising pitches also creates a desire for a particular kind of life-style. 'Nike' shoes, Benneton T-shirts and designer jeans add upto a 'cool', 'adventurous' image for the better-off teenagers. These are among the most fancied clothing products.

3. The media provides new kinds of role models for children to emulate and new professions to aspire towards. People with a high gloss appeal who are

---

[7] Anuradha K. and V.V. Bharathi, 2002

23

prominently featured in the media, such as music stars, veejays, actors or actresses, fashion designers, models and TV personalities, draw ready admiration from the young. Their careers seem worth aspiring for. Success stories of young children becoming singing stars or schoolgirls becoming supermodels are new inspirations for today's generation.

4. The media content also becomes an important topic of conversation and referral modes in peer groups. Children today create a more intensely shared peer world that draws upon common media tastes. This generates strong peer pressures for conformity at the peril of feeling excluded. For example, watching Hannah Montana on Disney channel is regarded as "cool".

5. Today children with their exposure to media is becoming more aware of worlds and modes of living outside their immediate circles and are quickly adopting styles and ways of living different from that of their own social milieu.

Such conclusions that have been made by many are based on the basic premise that reception in itself is linear and that children, therefore need to be monitored and guided through this overwhelming, all encompassing entourage of media. For many educationists and media analysts, it is the primary responsibility of parents and teachers to see that children's access to media is regulated and monitored. Parents need to be aware of the impact of television and other media on their child, and see that the exposure is only in such measured doses that he or she is capable of absorbing without sustaining psychological distortion. Such a viewpoint also holds in case the passivity of the audience i.e. children and sees them susceptible to being swept along by a tide of images and subliminal messages that they have little control over.

Despite the popularity of the media today, many people express some contempt or alarm at its possible effects. Attitudes of contempt still persist and are fueled by the concepts of Adorno and Horkheimer. Many ordinary viewers frequently express guilt at their television viewing, worrying that they are addicted, that programmes are trivial, that they should be doing something more active, or that the unreality of television takes them

away from the pleasures of the real world. Such attitudes derive in some measure from 'high cultural' preconceptions that active pursuits is better than passive television watching. Many people still believe that visual material is inherently inferior to print.

I. AUDIENCE AS "PASSIVE VIEWERS"

Beliefs that media is positively harmful are widely held, both by ordinary viewers and by influential people. Television and cinema is seen as destroying rational habits of mind because it is essentially a medium of entertainment and makes all that appears on it as entertainment. Mass media for many promote incoherence and triviality. Serious television is a contradiction in terms as it only bespokes of entertainment. Another popularly expressed view about television alleged harmful effects concerns violence. It is often claimed that violence on television and movies causes viewers to become violent in real life. This is thought to be true for certain 'vulnerable' sections of the audience, especially children.

Now, the hypothesis that children remain passive viewers of the content of media has fathered a number of viewpoints that are still popular and very much present. Parents and teachers feel that children are at their most vulnerable state of mind and are easily influenced by images of violence and thus prone to imitate these acts themselves. Many researches have empirically analyzed the fact that children will willingly watch a show designed for them 95% of the time and will imitate someone on television as readily as they will imitate a live person.

One of the most influential theories which help us immensely to understand the workings and contours of mass media today is Adorno and Horkheimer's essay in their book "The Dialectic of Enlightenment"- "The Culture Industry- Enlightenment as Mass Deception."

It is an enlightening essay which helps us understand a perspective of the socializing function of the media in unique way. Adorno and Horkheimer's perspective falls clearly within one of the crude binary divisions of understanding the media i.e. of viewing the media audience as a passive entity.

Adorno and Horkheimer understanding of media and popular culture is considered under the umbrella term of the Frankfurt School which was an extremely influential stream of thought in the aftermath of World War I. The Frankfurt School..

"......married Marxism to modernism, and in the process Marxism emerged very different from what it had been, in particular in attitudes to class and class consciousness, to revolutionary optimism and to the working class as the ideal bearer of the future, the basis of a new society."[8]

The Frankfurt School was profoundly affected by the interwar context and its various technological developments. The exponents of this school were effectively displaced and highly menaced by the explosion of mass culture in the early twentieth century,

"....from newspapers to cinema to bestsellers to jazz, much of it American or American in style"[9]

They were also profoundly affected by the growth of Fascism and Nazism on the continental Europe from the late 1920s.The Frankfurt School largely consisted of Jewish intellectuals like Theodor Adorno and Max Horkheimer. With the rise of Nazism, they

---

[8] Docker 1994: 37

[9] Docker 1994: 37

became exiles in the United States and the Institute of Social Research was re-established in New York.

For Adorno and Horkheimer, Mass Culture is identical and because millions participate in it, certain reproduction processes are necessary that inevitably require identical needs to be satisfied with identical goods. The technology of the culture industry according to them

"...is no more than an achievement of standardization and mass production, sacrificing whatever involved a distinction between the logic of work and that of the social system".[10]

A monopoly has been created in which all mass culture is identical, part of the 'iron system'. Movies and radio programs are businesses, industries with their makers as part of the market.

Adorno and Horkheimer thus saw this mass media phenomenon, a part of the culture industry a product of Alienation, a concept explained by Marx. However they made a break with the traditional Marxist view that saw history as hope, as inevitable progress toward revolution, with the working class succeeding the capitalist class and then establishing a classless, free and abundant socialist future. They could see very little in the twentieth century to support such historical optimism. They were generally influenced by the thought that culture had a profound power in the modern world. It was cultural conditions that now oppressed people rather than social conditions as Marx had conjectured.

---

[10] Quoted from excerpt of the book "The Dialectic of Enlightenment" by Adorno and Horkheimer which is included in the book "Media and Cultural Studies" by Gigi Durham and Kellner. Gigi Durham and Kellner 2001: 72

The culture industry is a part of the economic mechanism of selection. For the purposes of mechanical reproduction, everything has to be stereotyped. Differences between A and B movies, or magazines with different prices are simply ways of 'classifying, organizing and labeling consumers'. The culture industry represents a ruthless unity.

With the mass culture, the individual has become subservient to the absolute power of capitalism. No scope is left for mass media's consumer's powers of imagination, which are becoming stunted.

> "Everybody must behave (as if spontaneously) in accordance with his previously determined and indexed level, and choose the category of mass product turned out for his type. Consumers appear as statistics on research organization charts, and are divided by income groups into red, green and blue areas, the technique that is used for any type of propaganda."[11]

> "The man of leisure has to accept what the culture manufacturers offer him.... The industry robs the individual of his function (who was thought by certain philosophers as being able to relate the various experiences of the senses to fundamental concepts."[12]

Spectators according to Adorno and Horkheimer, react automatically. The culture industry as a whole has molded men as a type unfailingly reproduced in every product. It is this complete overriding of the human being capacity to think for himself as an

---

[11] Gigi Durham and Kellner 2001: 73

[12] Ibid: 74

audience is what makes Adorno and Horkheimer's work very significant for my study. It helps me put into perspective the beliefs of many teachers, educationists, sociologists and philosophers that children are but passive receivers of messages through the media, are unduly influenced by them and tend to perform actions which were generated latently and manifestly through the media.

According to Adorno and Horkheimer the whole world is made to pass through the filter of the culture industry.

> "The old experience of the movie goer, who sees the world outside as an extension of the film he has just left (because the latter intent on reproducing the world of everyday perceptions), is now the producer's guideline. The more intensely and flawlessly his techniques duplicate empirical objects, the easier it is for the illusion to prevail that the outside world is a straightforward continuation of that presented on screen."[13]

Thus the assertion that real life is becoming indistinguishable from the movies as a result of the effort of media companies and producers also portrays the nature of media today which becomes important to understand the context of my research. The assertion that media today become hardly distinguishable from the real life not only shows how the former is seen by many as an extension of the outside world but also portrays the fact that the audience, in extension the children, are a passive receiver of messages who do not have the capacity to distinguish reality from that which is portrayed on screen. Thus following such a theory it is but inevitable that the need to direct students on how to distinguish between reality and media generated images becomes the keystone in many educationists, philosophers and teachers' efforts to construct a pedagogy.

---

[13] Gigi Durham and Kellner 2001: 75

According to Adorno and Horkheimer, we are in an age dominated by advertising and publicity. The culture industry needs advertising because it is always in the danger of satiating the audience. Advertising strengthens the bonds between the audience and the companies. Advertising thus becomes a form of manipulating people again portraying the latent understanding of the audience incapacity to think for themselves. Also Adorno and Horkheimer also assert the fact that if one does not conform, he is rendered powerless, economically and therefore spiritually. He can be easily accused of incompetence.

"Capitalist production so confines them, body and soul that they fall helpless victims to what is offered them"[14]

"Every body is guaranteed formal freedom. Nobody is officially responsible for what he thinks..... the standard of life enjoyed corresponds very closely to the degree to which classes and individuals are essentially bound up with the system...Anyone who goes cold and hungry even if his prospects were once good is branded. He is an outsider, and, apart from certain capital crimes, the most mortal of sins is to be the outsider"[15]

Therefore for Adorno and Horkheimer consumers are molded by the social system to have the same manufactured needs for the same culture industry products. And following Tocqueville's analysis, the deceived masses themselves insist on the ideology that enslaves them.

---

[14] Gigi Durham and Kellner 2001: 79

[15] Ibid, 90

The above few understandings of mass media suggest that the recipients of mass media are only passive and undifferentiated individuals. Many critiques of mass media see the development of mass media as having a largely negative impact on modern social life,

"........creating a kind of bland and homogeneous culture which entertains individuals without challenging them, which absorbs their attention without engaging their critical faculties, which provides instant gratification without questioning the grounds on which the gratification is based"[16]

However many philosophers have differed from this position and given a very different perspective to understanding the phenomenon of mass media, its production and reception.

II. "MEDIUM IS THE MESSAGE"- MARSHALL MCLUHAN'S UNDERSTANDING OF MEDIA

A very different historical and cultural approach to the study of media and culture was developed in North America in 1950s and 1960s by Marshall McLuhan. In his very influential work, Understanding media, McLuhan described a very unique theory of media today. McLuhan aroused a generation to take seriously media as an active agent of fundamental historical change and media culture as an important terrain of study.

Two of McLuhan's concepts find resonance in my research i.e. "The medium is the message" and "Hot and Cold Media". McLuhan portrays a very unique way of perceiving the media which deviates from the usual perception which delves into the content of the

---

[16] Thompson 1995: 24

media. What McLuhan says is that it is not the content as such but the medium or the technology which should be taken into question.

"The content of any medium is another medium."[17]

It is the medium which 'shapes and controls' the scale and form of human association and action. The content or uses of such media, according to him are not effective in shaping the form of human association.

".....the content of the medium blinds us to the character of the medium."[18]

McLuhan thus proposes that media themselves, not the content they carry should be the focus of study. He said that the medium affects the society in which it plays a role not only by the content delivered over the medium but by the characteristics of the medium itself. This becomes quite instrumental in my research as children of today are exposed to the different technological aspects of the media and their perceptions towards each may be different. Also he says that the form of a medium embeds itself in the message, creating a symbiotic relationship by which the medium influences how the message is perceived. Hence in *Understanding Media*, McLuhan describes the "content" of a medium as a juicy piece of meat carried by the burglar to distract the watchdog of the mind. This means that people tend to focus on the obvious, which is the content, to provide us valuable information, but in the process, we largely miss the structural changes in our affairs that are introduced subtly, or over long periods of time. He postulated that specific content might have a little effect on society which is quite a controversial statement to make in the light of many other philosophers who base their

---

[17] McLuhan 1964: 23,

[18] Ibid: 25

conjectures of the media on the content. He noted that all media have characteristics that engage the viewer in different ways. For instance, a book can be read at will but a movie had to be screened in its entirety to study any individual part of it. This conjecture become important to my study as it helps me to understand that the perceptions of children to media(s) may be different. Their perception to the internet will different from their reception of the television as will from their understanding of movies. So the medium through which a person encounters a particular piece of content would have an effect on the individual's understanding of it.

Another concept which finds resonance in my work is that of "Hot and Cold Media". McLuhan described a paradigm shift from earlier print culture to new media culture. Whereas Print culture produced rational, literate and individualist subjects who followed the linear and logical form of print medium in thought and reasoning, the new media culture produced more fragmentary, non rational and aestheticized subjects immersed in the sights, sounds and spectacles of the media such as film, radio, television and advertising. McLuhan in his analysis of the media talks about participation of the audience. Here he differentiates between hot and cold mediums on the basis of audience participation.

> "Hot media are... low in participation and cool media are high in participation and completion by the audience."[19]

A hot medium is one which is of high definition. High definition is a state of being well filled by data and vice versa. This he clarifies in terms of two methodologies. Firstly, if we perceive media in terms of the content and the message within, then advanced technologies like the television, cinema and the radio are "hot" mediums and are of high definition. But from the perspective of the subject or the audience we find that those of the new media age are "cool" as they hardly participate in the meaning making. He is the

---

[19] McLuhan 1964: 36

passive consumer who wants packages. On the other hand those of the print culture as already mentioned presents a more involved rational and individualist subjects.

The concept of the "hot and cold" media is important for my research in two ways. Firstly it opens up the concept of the audience and shows us that any study of the media is incomplete without the understanding the lever of the audience. The medium not only makes structural changes in the audience i.e. the society but the participation of the audience is what becomes instrumental in understanding the medium. His inclusion of the concept of an involved audience becomes instrumental for understanding children as not passive subjects but an active participant. However he terms the audience of the new media as passive, uninvolved and a silent recipient of content which is much in terms of the concepts flouted by Adorno and Horkheimer. This too gives a different perspective to media.

III. UNDERSTANDING RECEPTION: AUDIENCE AS A SITUATED AND CREATIVE ENTITY:

In understanding media and its contours one cannot overlook the work of Walter Benjamin, a famous German Jewish cultural theorist. Benjamin was seen by many as a 'rogue and dissident member of the Frankfurt school' but he cannot be bracketed within any particular set or school of thought. His writing is such that many interpretations exist. There is therefore 'many Walter Benjamins.' There is no single unified Walter Benjamin and many of his writings often contradict each other. His essay in the book "Illuminations"- "The Work of Art in the age of Mechanical Reproduction" provides a unique perspective to the study of media. He provides a new dimension to understanding media in contrast to functionalist and critical analysis of the same.

34

Walter Benjamin's view[20] can be seen as outside the pessimistic modernist position which sees the audience as a passive entity. Benjamin argues that the mass people enjoy in art and always have enjoyed, is simultaneous collective experience. However he clarifies that in the bourgeois era, individual ownership of art was introduced. This in turn led to the creation of a stratified audience. Paintings for example were known to have an individual author with an aura of uniqueness and private ownership about them. Mass audiences were restricted from viewing them.

It is evident that modern technology has changed this situation through media in the form of television, film and internet. Because they are mechanically reproduced, they do not permit the aura of uniqueness and individual and class possession that accompanied art in the bourgeois era. The stratification of the audience is no longer possible. Benjamin argues that the audience today will respond to a movie or television as they can now control their own conditions of reception which was not available or even possible in the bourgeois era. Film, television could thus be enjoyed and participated in by mass audiences as they wished. Walter Benjamin was thus different from the modernist and critical views which the mass audience as a passive entity.

Benjamin argues in the above essay that the pleasures and distractions of popular culture do not mean that the readers and audiences cannot think and reflect. For Benjamin, popular audiences are not conscious and hence totally uncritical in their response to film, television and other forms of mass media. Popular culture audiences combine both enjoyment and conscious discrimination and choice. Benjamin therefore elucidates a positive relationship between popular film, audience response and psychoanalysis. The camera, Benjamin elucidates introduces one to unconscious optics bringing a general deepening of apperception for film audiences. Cinema and the television explore the unconscious and deepen perception, rather than making it empty and shallow.

---

[20] Excerpt of the book "Illuminations" by Walter Benjamin which is included in the book "Media and Cultural Studies" by Gigi Durham and Kellner. Gigi Durham and Kellner 2001: 48

Thus Walter Benjamin has a view of media that is variously different from that of the other modernist and critical thoughts. He incorporates an understanding of an active and creative audience which engages with the media. This view was very instrumental in helping me realize that children today, as viewers of media may not be passive audiences, who blindly lap up what the media has to offer. They cannot be seen as someone who uncritically views the media. Children today have a stand on what they view and their engagement with the media in ways that they incorporate it in their lives is a creative and active process.

Nicholas Abercrombie also elucidates that before in the modernist and critical understanding is no account of actual audience behaviour. Rather it is assumed that the audience will behave in a particular way in response to texts organized in particular ways. Similarly, it is assumed in the debate regarding the effect of television violence on children that the children are passive viewers who are directly affected by what they see. Children's relationship with television is regarded as a one way process of cause and effect in which the children are merely seen as powerless victims. Viewers including children might as well contest such an assumption if applied to themselves. The passive viewer is always someone else.

IV. A HERMENUETIC ANALYSIS OF MEDIA: THOMPSON'S AND STUART HALL'S VIEW OF MEDIA:

John B. Thompson in his celebrated book "The Media and Modernity" clarifies the term mass communication and gives a unique cultural and hermeneutical view in the above lines. He clarifies that mass media is a misleading term as it conjures up an image of a vast audience comprising of many individuals. For him however the important point

about mass communication is not that a given number of individuals receive the products, but rather that the products are available in principle to a plurality of recipients.

According to Thompson, one should abandon the assumption that the recipients of media products are onlookers who are passively receiving a continuous stream of similar messages. One must also abandon the assumption that the process of reception is unproblematic, uncritical process through which products are absorbed by the individuals. For him, the actual character of reception activities is far from the above description. The ways by which media products are taken up by individuals, interpreted by them and incorporated into their lives are very complex and different from the monolithic process described above.

Thompson differentiates between what he calls communication and diffusion. For him, the exchanges of face to face interaction are fundamentally dialogical and hence can be termed communication in its true form. Most forms of mass communication on the other hand, have a flow of communication that is mostly one way. Messages are produced by one set of individuals and transmitted to others who are situated in settings that are spatially and temporarily remote from the context of production. Hence the recipients of media messages are but participants in the structured process of symbolic transmission. Yet even in this structured process of symbolic transmission, recipients do have a capacity to intervene in and contribute to the course and content of the communicative process. For example: they can write letters to the television companies or simply switch the television off. Hence the communicative process in media is not entirely monolithic or one way.

Studies have shown that the recipients of the media are not passive consumers. The reception of media products is an active and creative process which is different from the myth of passive recipients. Individuals make sense of media products and their reception

differs with regard to their social background and circumstances which results in the fact that the same message is understood in differing ways in different contexts. This kind of orientation to media studies according to Thompson results in the fact that reception is no longer seen as something passive and boring but as an activity. It is a kind of practice in which individuals work over what they receive from the media. Individuals make use of the symbolic materials for their own purposes in ways that may be extremely varied but also relatively hidden, since these practices are not confined to a particular locale. Thus reception is thus a situated activity where media products are always received by individuals who are located in specific social-historical contexts. It also helps the individual to

"…..take some distance from the practical contexts of their daily life. By receiving materials which involve a substantial degree of spatial distanciation, individuals can lift themselves out of their life contexts and, for a moment, lose themselves in another world."[21]

Thus we see that media also becomes a route of escapism for the individuals to transmit themselves away from their everyday lives.

The reception of media activities can also be seen as a routine activity in the sense that it is an integral part of the regularized activities that constitute everyday life. It is quite an illumination to understand how this activity is related to other aspects of the individuals' lives.

The reception of media products is a skilled accomplishment. It depends on a range of acquired skills and competences which individuals deploy in the process of reception.

---

[21] Thompson 1995: 39

These are attributes which are acquired through processes of learning and inculcation and these processes may be socially differentiated in certain respects. Once they are employed, they are hardly seen as a separate set of sophisticated social acquisitions.

The reception of media products is fundamentally a hermeneutic process. Individuals who perceive media products are generally involved in a process of interpretation through which they make sense of these products. The reception of a media product involves some degree of attention and interpretative activity on the part of the recipient. The individual must pay attention while receiving media products and thus he is engaged in making sense of the symbolic content conveyed by the product. Different media products require different degrees of attention, concentration and effort. Interpretation is an active and creative process in which the interpreter brings a set of assumptions and expectations to understand the message. Some of these expectations and assumptions may be personal that is unique to a particular individual from whose life history they stem. The "meaning' of a message is not static but is a complex shifting phenomenon which is renewed and transformed by the very process of reception, interpretation and reinterpretation. In interpreting media products, individuals also incorporate them into their own understanding of themselves and others.

Also these media products are discussed with peers and family and thus the initial reception of media products is again transformed by these discussions where different interpretations come together. These interactions, interpretations and creative activities are gradually molded in the weave of everyday life.

The above enunciation of the process of reception of media not only helps us understand the creativity of the above but also helps me put my research into a perspective which clearly looks into the active participation of the individual.

Thompson also clarifies the changes that have been brought about by the recent developments in media with regard to interaction. This helps to understand the change that the children face as against the face to face interaction which occurs in the classroom. Face to face interaction takes place in a context of co presence; the participants share the same space and time. It is also dialogical in character and involves a two way flow of communication and information. The participants are engaged in comparing the various symbolic cues of the speakers which is used to reduce ambiguity and refine the understanding of the message. Mediated interaction takes place via the use of a technical medium such as the telephone which allows information or symbolic content to be transmitted to individuals who are spatially and temporally distinct. It also involves a narrowing down of symbolic cues which are available to the participants. Mediated interaction thus acquires a more open ended character than face to face interaction. On the other hand mediated quasi interaction is stretched across time and space. It is a structured situation where a limited number of individuals are engaged primarily in producing symbolic forms for others who are not physically present. The recipients cannot respond in ways that face to face interaction induces. However new forms of interaction can be induced from the development of new communication technology. The new social world is increasingly made up of interaction that is different from that of the face to face interaction. Individuals, according to Thompson, are likely to acquire information and symbolic content from sources other than the ones which they encounter in their everyday lives.

Thompson further elucidates that alongside the mediated quasi interaction that is induced by new forms of communication; face to face interaction also takes place which has some affinity to reception. By virtue of its monological character and the separation of the contexts of production and reception, quasi mediation is severed from the reflexive monitoring of others responses which is a routine and constant feature of face to face interaction. Producers thus have more liberty than they would typically have in a face to face interaction.

"...they do not have to pay attention to the recipients and try to determine whether they are following what is being said and they do not have to respond to the interventions of others."[22]

However in such an exchange producers are deprived of the kinds of continuous and immediate feedback which would help them to understand whether their messages are being received and understood.

With regard to the recipients in a quasi mediated communication, they can control the nature and extent of their participation and use it to suit their own needs and purposes. But they have little power to intervene in the quasi interaction and determine its course and content. Face to face interaction is characterized by fundamental forms of reflexivity and reciprocity which is absent from the quasi mediation. While the participants in a face to face interaction can routinely monitor the responses of others, the producers and recipients in a quasi mediation cannot. Producers relate to recipients as anonymous spectators who can be pleased and persuaded and their existence depends heavily on their spectatorship. Producers are dependent on recipients on their willingness to watch and their spectatorship.

The concept of self and experience in today's world as has been elucidated by Thompson gives a fair idea of how children today construct their identities in the mediated world. Individuals increasingly fall back on their own resources to construct a coherent identity for themselves. These resources lie in their immediate environment. The process of self formation today is mediated by symbolic materials, expanding the range of options open to individuals and loosening the connection that individuals share between themselves and the shared locale. The development of the media today enriches and transforms the process of self formation. It produces a new kind of intimacy which did not exist before

---

[22] Thompson 1995: 96

and which differs in certain fundamental respects from the forms of intimacy characteristic of face to face interaction. Individuals can create an intimacy which is non reciprocal and therefore does not the strings of the face to face interaction module attached. This kind of intimacy has also increased the capacity of the individuals to experience beyond their immediate locales of their daily lives. We live today in a world where the capacity to experience in disconnected from the capacity of encountering. Children experience much more today with the increased exposure they have to media products.

According to Thompson, the self is largely seen as a product or construct of the symbolic systems which precede it. Individuals are turned into subjects who think and act in accordance with the possibilities that are laid out in advance. The self is viewed neither as the product of an external symbolic system, nor as a fixed entity which the individual can immediately and directly grasp. Rather it is a symbolic project which the individual that the individual actively constructs. It is a construct which the individual actively weaves using the materials that are available. The symbolic materials are available in the fabric of the society in which the individual exists clarifying the fact that this process of self construction is not socially unconditioned. Prior to the development of the media, symbolic materials that were used for self formation were garnered from the immediate face to face interactions. Their knowledge was local knowledge which was transferred through generations and had an oral genesis. Now it can be seen that the process of self formation becomes increasingly dependant on the access to mediated forms of communication. The process of self formation becomes increasingly dependant on access to mediated forms of communication. Individuals' horizons of understanding are broadened. They are no longer shaped by the limited materials provided by face to face interaction. Mediated materials can and has to be incorporated into the process of self formation. Increasingly the self becomes organized as a reflexive project through which the individual incorporates mediated materials into a coherent and continuously revised biographical narrative. With the ever changing media scenario, individuals are continuously confronted with new possibilities, their horizons are continuously shifting

and their symbolic points of reference are continuously changing in comparison to the static and stable symbolic grounds provided by face to face interaction. The mediated exchanges provide the individual with mediated materials that are spatially and temporarily distinct from that of the recipient.

"The profusion of mediated materials can provide individuals with the means of exploring alternative forms of life in a symbolic or imaginary mode; it can provide individuals with a glimpse of alternatives, thereby enabling them to reflect critically on themselves and on actual circumstances of their lives."[23]

But Thompson also clarifies that the growing role of media in the creative process of self formation may have certain negative consequences which he has clearly elucidated. Firstly mediated messages have ideological underpinnings which may influence the individual. To understand the ideological character of media messages, one must consider the ways in which these messages are incorporated in the lives of recipients, how they become part of their projects of self formation and how they are used by them in practical contexts of their day to day lives. Media messages can assume a powerful ideological role. They become deeply ingrained in the self and are expressed in the ways that individuals carry themselves in the world, relate to themselves and others and in general come to understand the contours and limits of their selves. In such a way Thompson toes the line of Adorno and Horkheimer and gives leeway to the fact that ideological strains in media messages could have its effect on the audience. But Thompson shows how these ideological strains itself is incorporated and actively engaged with by the individuals, portraying a creative audience, quite unlike the passive one that was portrayed by Adorno and Horkheimer.

---

[23] Thompson 1995: 212

Thompson also bespokes of how the reflexivity of the individuals is increasingly becoming dependant on systems over which the individual has relatively little control. For him, a deepening of the reflexive organization of the self can go hand in hand with a growing dependence on the systems which provide the symbolic materials for self formation. The increasing availability of media products provides individuals with the symbolic means to distance themselves from the spatial temporal contexts of their daily lives. But they also become increasingly dependant on complex systems for the production and transmission of mediated symbolic forms. However they can cope by being selective in terms of the material they assimilate. They also develop systems of expertise which enable them to steer a path through the increasingly dense mediated symbolic forms.

For most individuals the participation in mediated quasi interaction is one of the many social activities in which they engage in. Media is but one of the many sources from which the individuals might get symbolic products for their process of self formation. However it is clear that in some cases individuals can come to rely very heavily on mediated symbolic materials. These materials become an object of identification to which the individuals become strongly and emotionally attached. It is very clear then from the above how Thompson clearly clarifies the various characteristics of mediated quasi interaction.

Media also makes available a range of experience that the individuals not normally acquire in their day to day lives. Individuals are confronted with an explosion of mediated forms of experience. To experience events through the media is to experience events which are spatially and temporarily in some case distinct from the practical contexts of daily life. These mediated experiences also have a relevance structure which is different for every individual. They may have a tenuous connection to their lives and individuals draw selectively on mediated experience, interlacing it with lived experience that forms the connective issue of their daily lives. They acquire both lived and mediated

experiences, involving them into a continuously evolving life project. The life contexts of individuals play an important role in shaping the ways which individuals appropriate media products and incorporate them into their lives.

One of the most important schools of thought in this regard would be that of the British Cultural studies spearheaded by the writings of Stuart Hall and others. They developed a variety of critical perspectives for the analysis, interpretation and criticism of cultural artifacts, combining sociological theory and contextualization with the literary analysis of cultural texts. They came to concentrate on the interplay of representations and ideologies of class, gender, race, ethnicity and nationality in cultural texts especially concentrating on media culture. They were among the first to study the effects of newspapers, radio, television, film and other popular cultural forms on audiences. They also explored how assorted audiences interpreted and deployed media culture in varied forms and contexts, analyzing the ways that made audiences respond in contrasting manners to media artifacts.

From the very beginning, British cultural studies systematically rejected high/low cultural distinctions much like Walter Benjamin and took media culture seriously, thus surpassing the elitism of dominant literary approaches to culture. Likewise, British cultural studies overcame the limitations of the Frankfurt School notion of a passive and manipulated audience in their conceptions of an active audience that creates meanings and the popular.

British cultural studies situated culture within a theory of social production and reproduction, specifying the ways that cultural forms served either to further social control, or to enable people to resist. British cultural studies therefore came to understand the agency of the subject.

Stuart Hall[24] conceptualizes the process of communication in a way different from the linear understanding of production and reception. This process can be thought of as a structure produced and sustained through the articulation of linked and distinctive moments- production, circulation, distribution/consumption, reproduction. The object of these stages is meanings and messages in the form of sign vehicles of a specific kind organized through the operation of codes within the syntagmatic chain of discourse. It is in this discursive form that the circulation of the product takes place. It is in the discursive form that the circulation of product takes place, as well as its distribution to different audiences. If no meaning is taken, there can be no consumption. If the meaning is not articulated in practice, it has no effect. One must recognize the fact that the stage of distribution/consumption has a privileged position in the communicative exchange and those moments of encoding and decoding are determinate moments. Messages that have been encoded in production, in order to have an 'effect', satisfy a 'need' or be put to 'use', must be first appropriated as meaningful discourse and be meaningfully decoded. It is this set of decoded meanings which have an effect, influence, entertain, instruct or persuade, with very complex perceptual, cognitive, emotional, ideological or behavioral consequences. These decodings are based and framed by structures of understanding as well as being produced by social and economic relations which shape their realization at the reception end of the chain. What we must understand is that the codes of encoding and decoding are not perfectly symmetrical. What are called distortions or misunderstandings arise precisely from the lack of equivalence between the two sides in the communicative exchange. Both encodings and decodings act in a reciprocal manner though. Encodings have the effect of constructing some of the limits and parameters within which decodings will operate. If there are no limits audiences could simply read whatever they liked into any message. But overall there exists some kind of reciprocity between encoding and decoding moments.

---

[24] From the essay "Encoding, Decoding" by Stuart Hall as included in Simon During's book, "The Cultural Studies Reader", 1993

With Stuart Hall's understanding of encoding and decoding moments, we understand how important is the role of audiences within the whole process of communication through media. This conception helps us understand the process by which decodings of the audience occurs. Stuart Hall's conception falls in line with the above conceptions of media, its production and its reception.

3. SOCIOLOGICAL AND CONTEXTUAL RELEVANCE:

The above few understandings of mass media in its various forms help me to put my research into a definite perspective. Understanding the extent of mass media coverage in India not only helps me situate my study but also gives one an idea of the extent and reach of mass media today in India. The ideological leanings of policy makers, educationists and teachers help me understand the apathy that was created with regard to children and their viewing and usage of media. Adorno and Horkheimer's understanding of media helps me put into perspective the research which looks at children being passive viewers of media and inculcating the messages inherent in them. McLuhan's understanding of media technology helps me to put into perspective the changes that can come in pedagogy because of media. His version of hot and cold media becomes instrumental in helping me understand the entity of the audience. Walter Benjamin, Thompson and Stuart Hall show how the audience is a creative and situated entity. This helps me understand children as viewers and receivers of message and shows that the reception of messages is not a passive and linear process.

In the above few pages I have explored theories and paradigms in understanding media. However most of the work and theoretical understandings emerge from reading writings that are very context specific. However, their insights and understandings are very meaningful and should be limited within their geographical milieus. Even though their writings are based on a very western specific context, their relevance to understanding

what is emerging in the Indian context is very important. Adorno and Horkheimer's understanding stands not only in the post World War I scenario but also in the Indian context. Capitalism which is seen as a driving force behind the workings of the media today can also be conjectured to be doing the same in India. Their various understandings are very relevant for Indian society today. P.C. Joshi[25] remarks that mass media today has become a source of gain, enjoyment and influence for the rich and powerful and a force for widening the gulf between the masses and the elite. The concept of communication as a public service to be made accessible has been sidelined and it has been superseded by the concept of communication to be bought and sold in the marketplace. Though mass communication was heralded in independent India as an instrument of social progress and change, it has now become a means of consumerist outlook and orientation. Communication has become a means of glorifying the ethic of consumerism and the pleasure principle. P. C. Joshi[26] also remarks that with the current state of mass media in India, audiences have taken to emulating what appears on the media indiscriminately. Though such an understanding needs deeper understanding and probing his elaboration on how the media works in India today is very relevant in order to understand the current scenario. He proposes a certain kind of participatory communication in India as in contrast to manipulative communication that occurs in western societies as India historically has a more developed notion of what communication should be like.[27]

Thus a clear understanding of the workings of the media in India is necessary in order to understand what changes are happening in the Indian context and how they are affecting the education scenario. Much of the understanding on the effect of media on education emerges out of a positive connotation for media where it is seen as a means of enlightenment and source of reformation. In this vein J Mohanty[28] and Binod C

---

[25] Joshi P.C. 2003 (October): 13

[26] Joshi P. C. 2003 (October): 16

[27] Joshi P.C. 2003 (June): 18

[28] Mohanty J. 1994

Agarwal's[29] views are very useful. Unnikrishnan, N and Bajpai[30], S, Anuradha. K and V.V. Bharathi[31], Padgaonkar, Lalika[32] are the few writers who try and understand media and its impact on education and their insights are useful in the present context.

In the above few pages I have explored the various understandings of media, its content and reception. Such a base of various views on media was necessary for enhancing my study. Adorno and Horkheimer's take on mass media as an instrument for mechanical reproduction shows the individual as being subservient to the absolute power of capitalism. The mass media's consumer's powers of imagination have become stunted. Recipients of the media for them become passive and undifferentiated individuals. This concept becomes useful when I try to understand researchers' understanding of children as passive audiences who do not engage creatively with the media and are prone to imitate indiscriminately whatever they see on television and the cinema. Marshall McLuhan's statement that the "medium is the message" elaborates that the medium through which a person encounters a particular piece of content would have an effect on the individual's understanding of it. This concept becomes important as it helps me to understand the different ways a child may perceive different mediums as varied as the internet to the television. Also the concept of 'hot and cold' media is important for my research as his understanding of an involved audience which is instrumental in differentiating hot and cold media opens up the view of an audience and their perception. Walter Benjamin's understanding of media was instrumental in helping me understand the audience as a situated and creative entity. Thompson's view of media helps me to understand that the whole process of media reception is hermeneutical. Recipients of the media are not passive consumers. It is a skilled accomplishment and it is this idea that I take forward in understanding media and its reception by children. The above few understanding of media has helped me immensely to put into perspective the changing scenario of media and education. Keeping these theories as a basis for my understanding of children as audiences of the media, I proceed to the next chapter where I explore how

---

[29] Agarwal Binod C. 1999

30 Unnikrishnan, N and Bajpai 1995

31 S, Anuradha. K and V.V. Bharathi, 2002

32 Padgaonkar, Lalika 1999

the various pivots of education are grappling with profound changes that occur as a result. Keeping in mind the various dimensions of the audience, the next chapter tries to see how education is elaborating and improvising on the influence of the media on the audience (read children) as seen.

MEDIA IN THE DOMAIN OF EDUCATION:

CONCERNS AND POSSIBILITIES

Education has been understood by many as a means by which social life, conversely society is reproduced. Dewey saw it as a process of exchange between two generations to ensure the continuity and preservation of society. Likewise, Durkheim saw education as contributing to the promotion and maintenance of society. Formal education was seen by many sociologists as a response to needs that were generated by industrial and modern societies. However, for sociologists like Bowles and Gintis, Michael Apple and Bourdieu, school education was seen to promote the interests of the dominant sections of a society which is characterized by divisiveness and asymmetrical power relations. Both these strands of thought however saw a cleavage between education in school and learning in daily contexts. Formal education is different from the learning that one acquires through living in a particular environment with its particular agents of socialization. Formal education today has distanced itself from the entire process of socialization. Formal education or the deliberate education of the young becomes an abstract and necessary institution of modern societies which is either interpreted as a means by which complex knowledge systems are communicated to children or a means by which the complex divisive structure of the society is reproduced. Formal education is seen as different from the socialization that a child faces outside the school. Schools today are now entirely concerned with grades and exams and the emphasis is on the performance in every board exam, the result of which decides the credibility of the school. Thus there is a perceived dissonance between the education one receives in school and the socialization one faces outside the school.

The wide use and availability of media has led to an information revolution with children today having access to the same body of knowledge and of information as the adults. Children are continuously engaging with television, computer games and the internet with or without parental supervision as they can and are being accessed outside the precincts of schools and the family. This independent and unprecedented access to the mediated texts allows children to be producers and disseminators of knowledge. Children are learning practices, skills and knowledge that are no longer confined to the parameters of the school and home. With children creating their own funds of knowledge primarily

out of repeated exposure in this media saturated world, the hitherto impenetrable walls of the school are broken down. Children engage actively with the multimodal media texts. Children delight in the characters, music and the action responding both verbally and physically to a wide range of stimuli. These media artifacts are highly potent and desirable popular cultural texts for young children and are an integral part of the media related communities of practice. For example: Pokemon, a phenomenal television show has been adapted in different ways by children. It is quite interesting to know how they imagine their own Pokemon monsters each having their unique powers. Children are active participants in the new world of unprecedented communication technology. There are thus children sitting in our classrooms today who are engaging with Pokemon, parodies of fairytales in Shrek movies and who view themselves and the world in quite new ways. One needs to develop a clear understanding of the media related funds of knowledge that children bring with them to the sites of learning. The dissonance between scholastic knowledge and popular perceptions of the role of popular culture and media texts need to be explored. Television, Internet and other related media texts are augmenting children's understanding of the dynamics of human society. Viewing patterns are not always restricted to instructional kid shows. With the centrality of television viewing as a peer group or a family activity, children are faced with the contours of human society. Also, the Nuclearisation of the family has magnified the importance of the media as an alternate source of learning. It leaves enough space for the media to act as a substitute for the missing members of the extended family. On the whole, media has replaced all other alternative sources of knowledge which the children had access to such as story telling. The content of these shows and websites provides an understanding of the dynamics of human society.

As one has already elaborated media in its various contemporary forms has placed itself as one of the major socializing agents in today's world. Its extent can be felt within the classrooms today. Education is undergoing voluminous changes with regard to the effects of media today. Even though there is a dissonance between the formal education and learning that is perpetuated through the media, the bastion of formal education, the school

and the classroom is slowly changing with regard to influences of the various forms of the media. In this chapter I would like to explore how the socializing agency of the media is influencing education and understand the changing dynamics of knowledge transition.

Alfred North Whitehead[33] has written that intellectual life is based on First hand knowledge and to a large extent book learning conveys second hand information and as such can never rise to the importance of immediate practice. It is here that I would like to place media in the contemporary world. Not that the information that is derived from the media is "first hand Knowledge" but children, parents today perceive it as such. Thus I would like to see how the various bastions of education, its perpetuators and receivers are evolving themselves with regard to media influences. In the following chapter, keeping the above research interests in mind, I would first explore the scenario as has been prevalent till now. I would thus like to see how till now media has been viewed within the general research context of education. Having laid the ground work as such, I would delve into the three bastions of education which take fruition through the roles of the teacher, the roles of the student and the role of the books.

1. RELATING MEDIUMS OF SOCIALIZATION: MEDIA AND EDUCATION:

Media has an overwhelming influence on the life of a school child. A UNESCO study on Violence on television and its impact on Children in 1999 estimated that in India children watch on an average three to four hours of television everyday.[34] He begins attending to moving images on the television screen before he is two. Metaphorically, the school is more than three years behind its electronic competitor and as the years go by, its falls further behind. Many educationists believe that it is possible to enrich a child's learning and to enhance the teachers' repertoire. It is now well accepted that the school

---

[33] Whitehead 1929

[34] Padgaonkar 1999: 26

environment needs to use the outside environment but when it comes to media few teachers translate this need into active classroom practice. According to John LeBaron[35], most teachers have the belief that television is part of a larger educational technology that lessens that child's active involvement with learning and fosters dependency and passivity. The results of a study made by K. Anuradha and V. V. Bharathi[36] have shown that this belief is not without ground. Heavy television viewing has affected school achievement subjects who viewed six hours per day of television have had lower achievement scores. A trend of negative association was observed between children's academic achievement and their amount of television watching and it was also seen that children's academic achievements increased significantly with a decrease in their television viewing. Also, in another study they have elaborated that heavy television watching also seems one of the causes for greater intensity of behavior problems in school children. But such problems also depended on other factors such as the quality of programs seen, the mode of watching these programs, the intensity of family interaction etc.

Relationships between the school and the media have long been recognized. But although the above direct relationship is well known and defined, a corresponding and perhaps greater relationship with the mass media as an extra school educative force has not been clearly recognized. A massive amount of time is spent by school children in direct contact with mass media. Media can supply information that will aid in finding answers to the children's problems. It can help individuals develop skills for aesthetic and creative living and can provide insights into the professional fields. It can provide new opportunities. It can bring exciting and worth while happenings to the classroom as those events occur.

---

[35] LeBaron, John, 1974: 267

[36] Anuradha K. and V.V. Bharathi, 2002

Educational philosophies and methods in today's schools have grown out of a world in which mass media were dominated by the print word. For generations education has been regarded as essentially an interpersonal procedure centered in the classroom with the book as a highly respected teaching tool. Today the role of communication is shared among the television, the radio, the computer and the internet. By and large the professional educator lacks far behind in understanding the mass media, especially outside the classroom and in realizing their potential for educational benefit or harm. The mass media boasts the quality of transmitting relatively direct life scenes. One sees and hears the programs and films. After completion of formal schooling, an average child is supposed to be prepared to weigh the good and the evil in his community. But now an overwhelming preselected measure of conformities is thrust upon the untutored child via the mass media during preschool years and in out of school moments. It is felt by many that the children are doomed to passivity and superficiality. Mass media is growing faster and developing and spreading more rapidly than the apparent skills of the general public in living with them, handling them and mastering them. Thus it is impossible and futile for education to isolate itself. Media may reinforce the learning of the classroom. They also carry ideas and values very different from and in conflict with those that the schools attempt to inculcate. Playing a competitively powerful role with the face to face relationships of the classroom in formulating the thought and behaviour of the child, youth and adult, the mass media of communications have had a strong impact on education and present a revolutionary challenge.

Thus what we would try to see is how the three pivots of the school, the teacher, the student and the book are being influenced by the media. Not only will one try to see how these influences have changed them but also how one is assimilating these influences.

2. CHANGES IN TEACHING: ROLE AND MEDIUM

With the onset of mass media, the teachers' role has been threatened. The teacher in history has been the quintessential "window to the world" for students who step outside the precincts of their home and loved ones. The teacher in the school becomes a person who is different from that of the familial context. Hence for quite some time the teacher becomes a representation of what the outside world has to offer. But children today, with the immense exposure to mass media already develop a vast fund of knowledge that rivals with that of adults. Mass media and their continuous usage throughout every waking hour have given these children a source of knowledge which is not monitored and canalized by any manifest authority figure. The teacher, who had been for long, the source of knowledge, ideas, and values for many now finds himself and the role he plays threatened by the mass media.

One of the various influences of media as elucidated by William Boram[37] is that the media may convey status on communication personalities, thereby creating powerful influence forces. According to Boram the media personalities such as the newspaper columnist, the motion picture star, the television performer, carry much authority when he writes or performs. He has the capacity to influence people. The motion picture star for example not only motivates emulation through his roles but he may also influence opinion when he steps away from the cameras and talks about any other issue. Likewise goes for the television performer, the newspaper columnist and the radio commentator. A result of this influence of media created personalities is that the teacher in the classroom may tend to suffer by comparison. Lacking glamour, prestige and technical aids, the teacher may find himself stranded as a lone voice proclaiming a form of education in the classroom as against the one dispensing information through the media. The result of this competing influence is that it tends to varying extents lessen the control of the teacher over what is being learned by his students. Even a decade ago, the teacher was considered

---

[37] Boram 1963: 439

the foremost voice of the educative forces. Despite the overwhelming influence of other institutions such as the family and the community, the teacher could count on a certain amount of cooperation from these institutions. Today's educator faces the ever-growing complexity of the media and their increasing importance in the lives of the students. The teacher finds his influence dwarfed by the force of media which may or may not be in harmony with his goals.

As carriers of a wide range of offerings, the media quite naturally in many instances may fall short of the level of performance deemed acceptable by the educators. Because of the necessity of filing great amount s of time and space, the media must use the material in hand regardless of the quality. Many educators fear that little has been done to raise the quality that the media aim at the lowest common denominator.[38] The intellectual growth of children is much hampered as the media do not help in cultivating a public taste. In Indian television and cinema today, the motto remains to a large extent "to show what sells". In the daily soaps and serials of Indian television exaggerated notions of relationships, medical science and the general aspect of the society are portrayed. For example: a particular character in a popular K serial[39] returning from the dead.

The popular media are a primary source of ideas and information for students. Since these ideas and information shape many of their beliefs attitudes and values, teachers should bear the responsibility of helping these students to acquire a working knowledge of the popular media. Rodney M. Barth[40] elaborates that media is considered only as purveyors of knowledge, tools of persuasion and as means of improving skills in other areas of the curriculum. However it becomes necessary in the present time that students

---

[38] This assertion has been criticized by the media who, in turn, say that the educators are mistaken that the content of today's media caters to the lowest common denominator.

[39] K serial notifies notifies the soaps and serials on the Indian television produced by Ekta kapoor. Incidently all her serials start with the letter K hence the name.

[40] Barth, Rodney J, 1976.

should become informed consumers of information. This approach requires developing student's critical listening, reading, language and thinking skills and then applying them to media. Improving these mediacy skills becomes important as students need to be more aware of how attitudes and values are shaped by constant bombardment with information from and persuasion through media. Teachers are therefore trying to help students to interpret, analyze and discriminate the messages that emanate from the media. The media, without any doubt has an overwhelming influence on the life of a child and thus it becomes important to harness media to enrich the child's learning and to enhance the teacher's instructional repertoire. Few teachers dispute the need to for a school environment that uses the outside environment. However when this comes to apply to media, few teachers translate this need into active classroom practice.

Many studies have thus been conducted to provide teachers with a rationale and methods for teaching students how to interpret the media. The specific approaches teachers employ in studying the media vary considerably, ranging from emphasizing the verbal language to studying the nonverbal messages. For example, in literature appreciation, academic criticism concerning a literary work may turn out to be irrelevant in the present times and incomprehensible to students. Most of the books, examples that the teacher uses are written in a context which is very different from that of the students. Rodney M. Barth therefore suggests the use of the students' immense experience of popular culture. While dealing with the traditional canon of literary works, teachers might show films of works being studied in order to hold students interest and thus facilitate learning. For example: there are a number of onscreen adaptations that exist of classics. Popular music may also be used in the classroom and used to teach poetry. In India many of the poems which are taught to children are often adapted and used by Indian filmmakers in their films.

Students today are graduating from schools completely unable to cope with one major force that will affect their whole lives: mass media. Earlier large number of studies

specified how mass media adversely affects curriculum studies behavioral objectives of education. K. Anuradha and V. V. Bharathi made an attempt to investigate the relation between television viewing behaviour and behaviour problems among school children. [41] Results indicated that the intensity of behaviour problems were greater for those children who watched television for more than 250 mins per day. They were greater for children who watched television randomly than those who watched only selected programs. [42] Another study was conducted to ascertain the effect of television viewing on the academic achievement of school children. [43] Children's academic achievement was significantly associated with television viewing behaviour and as children's academic achievement increased, there was a significant decrease in their academic behaviour. However they conceded to the fact that television helped some children to grow into better informed adults. But, they have identified television and for that matter any form of mass media as a hindrance to education, in the sense that television is an activity that may steal time from other activities, more directly related to school success. Heavy television viewing affected school achievement most significantly for the subjects which were socially advantaged. Television viewing not only affected academic achievement but also had a profound effect on the cognitive development of students. Also watching only selected programme improved children's academic achievement significantly rather than watching all programme or random watching. Their reasoning was that spending more time watching television meant that there was no time left for academic work. Therefore a trend of negative association was observed between the academic achievement and the amount of television watching.[44] But they clarified that the question of whether television

---

[41] The sample constituted of 300 children (150 boys and 150 girls) studying in a recognized English school in the Tirupati town, their mothers and teachers.

[42] Conclusions of this study were based on the duration of television, specific programme viewing, viewing with family members and family interaction. (K. Anuradha and V.V. Bharathi, 2003)

[43] Data was collected from a randomly selected sample of 300 children studying in 4th, 5th and 6th standards from a local English medium school using a specially designed interview schedule to measure the television viewing behaviour. The total percentage of marks secured was considered to be academic achievement. This assessment has been considered problematic.

[44] This conclusions was contingent on factors such as the age, types of programme, family viewing and family interaction (K. Anuradha and V. V. Bharathi, 2002)

helps children raise or lower their academic achievement depends a lot more than simply how much they watch; it depends on what they view, what they bring to the television set and what is happening in the rest of their lives. Therefore there are many teachers today who see media as that which lessens the child's active involvement with the stuff of learning and fosters dependency and passivity.

Following the above conclusions, one has believed for so long that viewing television and participating in other forms of mass media will result in lower cognitive, behavioral and academic development. Thus many educationists teachers and parents have reacted vehemently against the excessive usage and viewing of media. However the idea here is not to teach the students of how the media is bad and "to kick out mass communication"[45] but to learn to live with it. It is shortsighted to see media as evil in its own right and we now need to see how media can harnessed to its positive potential. It is unfortunate that educators today have such a negative bias as they are continuously pursuing new means and materials to actively engage children in the processes of their own learning and realities of their own culture. The minds of men and women are the working grounds of both education as well as mass media.[46] Education therefore as a process of preparing young people, should be able to teach how one can be masters and not slaves of media.

With the acceptance of the fact that the youth should be prepared to cope with mass communication, the question arises on how mass media should be taught. Several questions arise, i.e. on materials, methods of teaching mass media and becoming acquainted with the media.

William Boutwell suggested a way by which one could teach mass media. He specifies this study as comparative communication and suggests that it is important that we

---

[45] Boutwell 1958: 138

[46] Boutwell 1958: 139

distinguish between poor, bad and good communication.[47] According to him, each person should make up his own mind about what is good, bad and poor communication. However he questions whether it is possible that one already has a standard of communication. He suggests that it will be possible to explore one's own standards of communication by comparing one's own views of communication with others. This is possible by allowing a case study course in comparative communication. Also one can also apply what one teaches about literature to the broader literature of mass media. When one views mass media, one sees that much of it consists of fiction ranging from comic books to daily soap serials. Teachers can therefore apply the methods of teaching literature and fiction to the understanding and measurement of mass media.[48] Thus Boutwell suggests that mass media should be looked at as arts, highly industrialized and commercialized. As such they are shaped by forces that direct this industry- by cost, by technological equipment, by personnel, by staff, by management skills, by audience testing, by government controls; by competition etc. thus mass media should be taught as an industry.

Another method has been suggested by Sarah Sobeiraj and Heather Laube[49]. According to them the media plays an important role in the framing of social issues, highlighting certain aspects of the social world while filtering others. Thus they feel that the most effective way to address the influence of media on the public understanding of social phenomena is to directly confront it in the classroom. The method is challenging because it requires the educators to step outside of their own social locations in an attempt to see current events from a students' point of view. This perspective creates an opportunity for instructors to concretize the role of the media by incorporating media literacy exercises

---

[47] Boutwell has not specified the exact criteria and his meaning of poor, good and bad communication. Therefore, instead of formulating criteria of what is "poor, good and bad" communication, it is necessary that one specifies ways by which the child himself is able to differentiate between the three.

[48] The methods of analyzing fiction have not been specified by Boutwell.

[49] Sobeiraj and Laube studied two different classes in this context: classes of 1998 and 1999. Many issues were raised and the responses of the students were analyzed in order to construct a pedagogy which uses the educational, positive and instructional capacities of the media.

when course content overlaps with current events, particularly those topics which receive more intensive scrutiny. The intention is not to encourage educators to bring scathing critiques of the corporate media into the classroom, but instead to help students understand media production as a necessarily selective process rather than an unfiltered reflection of the world. The goal is to encourage students realize that the media as a source of information mediates between public events and personal knowledge. What Sobeiraj and Laube have done is to suggest two different methods of pedagogical use in order to guide students to reflect the role of media in society, namely in terms of news production. The first method encourages an initial critical consumption of news items. To highlight the mediated nature of the understanding of social issues, students are asked to perform a thorough analysis of one news article on the topic of substantive interest to the class. This is done through asking pertinent questions:

"Who is making statements about the issue? Is the person an expert? A politician? An activist? Or a religious leader? What are their qualifications? Who might benefit from these statements? Who might be harmed?..... Does the discussion focus on individual or systemic explanations?"[50]

It is through this deconstruction that will help the students grasp how public understanding of current social issues is in part shaped by the explanations and solutions touted by those permanently cited in the media.

The second method compares mainstream and alternative media sources to encourage students to recognize the range of possible ways in which the media can cover an event. According to Sobeiraj and Laube, if students are to fully appreciate the role that media plays in understanding our social context, they must understand the decision making process in the media. One should also understand how to envision alternative readings of

---

[50] Sobeiraj and Laube 2001: 468

events even if they are not present. The techniques discussed above according to Sobeiraj and Laube are valuable when applied to any current event and exploring the mediated environment surrounding any event becomes critical. Media impact the way students understand course material and may influence their receptiveness to sociological analysis.

It has been reported that teachers use popular films, music lyrics, advertising, magazine photographs, tabloid newspapers, cartoons, animation and more in stimulating student's speaking, writing, viewing, reasoning and critical thinking skills. When these texts are used to strengthen the student's critical reasoning skills, then the teachers are said to engage into a practice of media literacy. Teachers know that using media texts have changed the environment of the classroom and have stimulated some remarkable, sophisticated and vigorous responses from young people. Renee Hobbs suggests a simple compare and contrast method which has enormous power when students are encouraged to stretch between the familiar and the unfamiliar, the past and the present and between the high literary cultures to the low culture of popular television programming.[51]

Thus Harry Dhand[52] has given a rationale for including media literacy in the school curriculum. Firstly language development is important to successful living. Secondly students live in a media saturated society and the influence is significant. Thirdly, media producers manufacture and manage information and sell audience consciousness. Fourthly, it is essential to educate students to meet the demands of the future. Fifthly, students need to understand the media with respect to their representations, their underlying texts, their audiences who take meanings for them and their production. Sixthly, students need to read media texts critically as critical skills enhance meaning, understanding, enjoyment and communication. According to Dhand, the fundamental aim

---

[51] Hobbs Renee 1998: 49 Hobbs used this method to compare and contrast the hugely popular sitcom "The Simpsons" and Mark Twain's works, in order to understand social criticism, which is visible in both.

[52] Dhand, 2000

of media literacy is to equip students with cognitive tools to analyze media, its messages and audience responses. Such tools will help them to personalize their understanding and appreciation of media. Media literacy should thus be included in order

"to develop the skills of detecting bias in the media, to develop students' conceptual understanding of media and mass communication, to develop and sharpen students' critical thinking ability, to develop students critical language for media analysis, to develop the students self concept through critical examination and reflection, to understand the phenomena of communication, to develop students' critical autonomy to all media, to develop students' understanding of the sources, origins and determinants of media constructions, to develop student's understandings of dominant techniques and codlings employed by the media, to understand the nature of reality as constructed by the media and the way they are received by the audiences and to develop students' competency for debunking the myths surrounding the media."[53]

Thus learners are monitoring learning interactions. The learners are in command. The controls on the substance of learning are in the hands of learners. New relationships between the teachers, learners and media are emerging. The teachers' roles are thus fast changing in relation to media.

3. UNDERSTANDING CHILDREN:

Educators and parents are becoming increasingly aware of the impact that media has on children's social, emotional and cognitive functioning. Educators must acknowledge the fact that students in today's classrooms grew up emotionally stirred by the joy, fear, frustration and anger they saw through media and they want to understand more about the

---

[53] Dhand 2000: 31

reasons for the power of mass media to move them. Today we have many children sitting in our classrooms that are opening up to another source of information and are unable to cope with the plethora of information that they receive there. One of the main concerns of educator's world over is the need for critical autonomy. Educators should not concentrate on or degenerate into the laborious accumulation of facts but to motivate students formulate their own opinions.

One should have the awareness that one receives numerous messages from the media daily and these messages can affect one's behaviour, attitudes and values. Frequent contact with the media may enlarge the students' secondary experience at the expense of primary experience. A child who is sitting in front of a television screen or a movie cannot be building a model air plane or be reading or learning to sing. The result for habitual and continual users of the media may be the development of passiveness, an orientation to the spectator view of life. Thus for many parents and teachers, there is a growing need to inculcate a strong sense of critical and moral autonomy as against the media. For example, for children coming from a upwardly mobile middle class in the Indian context, the television and the internet hold far more appeal as entertainment in their lives. Innovations and creativity that was seen in games are now increasingly influenced by media. Also the need to learn new skills such as the guitar or dancing emerges only after being influenced by a popular character in television or cinema such as Hannah Montana.

The media may provide another strong distracting force to the work of the schools, competing for the student's time in a powerful and persuasive way. With the students' time out of the classroom limited and crowded with other activities, the media takes up even more of the time required. For many children today, watching Pokemon, Ben 10, Digimon and Barbie Cartoon would hold more appeal than finishing homework of maths. Researchers have found that children watch television chiefly for distraction. In this escape mode, the viewer accepts the fact that television presents numerous characters

who model a variety of behaviour and incidents that may be fragmented, contradictory or even false. Many individuals retreat from reality through popular media so that when watching media they are not inclined to analyse media content. Among the characteristics of the medium exacerbating this tendency are complexity of language, manifest and latent messages, the emotional aspect, embedded values and the impact of cumulative messages. The physical activity of the characters, rapid pace, variability of scenes, visual special effects, loud music, sound effects and peculiar and non peculiar human voices represent various aspects of the television medium that may influence a child's cognitive processing. As the child becomes more familiar with television, she ignores many of the perceptually salient cues and selects for attention those features that are informative interesting or pertinent to her reasons for viewing. With increasing age, the viewer uses more search strategies and deeper processing.

The mass media may provide a new range of knowledge for students which is different from the one that is received in the classroom. Teachers at school are aware of the differences that contact with children's books, television, radio or cinema may mean to students before exposure to formal schooling. Not disregarding the adverse effects of some such contact, the teacher still may be appreciative of the scope of the interests and the range of understanding which the media have helped to develop in the child. The media may also encourage uniformity-in thinking, in behaviour, in beliefs, in dress, in virtually every area of life. A positive effect of this may be to increase the commonness of experience of a large segment of the school population, thereby helping to develop feelings of unity and identification with others. On the other hand, the result is also likely to be a corresponding conformity with the status quo, a rigidity of thinking and an acceptance of conventional ways of behaving with which the teacher has difficulty competing.

Mass media and its coverage has been taking up much of our children's time. A number of hypotheses have been formulated with regard to media's influence on education as enumerated by Robert Hornik. [54]

Firstly, the Displacement hypotheses argue that time spent watching television, or engaging in any other media related activity diverts a student away from school helping activities such as reading, homework, sleeping or solving an active problem in interaction with a live environment. This is perhaps the easiest to believe and is widely accepted by parents and educators. The research evidence reports children spend a large number of hours in front of the television set, or the internet or at the gaming parlor. The adolescent engage in such activities somewhat less but on an average at least 4 hours daily. The question is however what has the media engagement of the children replaced? In particular, did it replace activities that would have been more beneficial for schooling outcomes? This is highly difficult to answer as both media engagement and other activities are a result of individual choice and this does not give us any indication of what would happen if this engagement is reduced. However many students have been conducted and the results have been consistent. The activities most often replaced are those which can be considered to be functionally equivalent: among young children these are comic book reading and playing with others, for older children, these are book reading, homework and newspaper reading. Media usage also has been said to replace homework, sleeping, contact with friends and reading. Teachers have claimed that they are unable to assign homework or if they do it is not completed because of competition with television and other media sources. Media also affects peer interaction. Thought the latter does not take any obvious form, media usage is likely to dominate and transform the transmission of peer values.

---

[54] Hornik, Robert 1981: 194

Secondly children tend to develop intolerance for the pace of schooling media exposure has deterious effects on school performance. Media provides no effort entertainment; it is fast moving, full of attention grabbing gimmicks interrupted by commercials, and has an easily pushed remote control. Schooling may demand at some time slogging through drills and other tasks which may not be uninterrupted fun. Extended exposure to media might lead to a lowered tolerance for the pace of the classroom. Students in the classroom are expecting fast entertainment and are quick to turn their attention away from studies if the instruction is inadequately entertaining. Robert Hornik gives us a description of students.

"Reared with a lifetime of commercial messages that regularly bombard their concentration and redirect their train of thought, students have developed 8 to 12 minute attention spans. Without a station break they fidget restlessly, rustle papers, scrape chairs... with a minimum of four tasks per period, the classroom resembles a variety hour."[55]

Even if this change is considered significant, media is not only among the only causes. Attended population, curriculum and teaching methods changes within the school may be cause of any in school learning changes. Unfortunately this relationship has to understand over a period of years and thus there are not many studies which validate this hypothesis.

Another viewpoint takes a more sanguine view of the media. Children who see a program on a given topic are likely to display greater interest in it in the classroom, or they are more likely to read a book if they have seen the movie or television shows based on it. For example: Hannah Montana, a popular Disney character has now a plethora of franchisee surrounding her i.e. books, cassettes, activity books. There is little doubt that the borrowing and sale of books related to television programs soars after their broadcast.

---

[55] Hornik 1981: 202

When this oft reported data refers to adult books, another study indicates that this effect also generalizes to children's books. However this understanding may be a bit misleading as there are other factors to be considered. The sale of books may only be important only if they represent actual reading than mere possession. There are however other interests that are stimulated by media: interest in specific subjects like science or social studies and interest in particular careers such as journalism, education or law.

Robert Hornik also suggests that there might be an overlap between what is taught at school and what is seen, heard or sensitized through media. Media exposure may supplement school based instruction whether it be in vocabulary, social studies and civics, science or reading. Some of the media content parallels what is taught in school. Sesame Street gives teaching and comprehension skills. News programs newspapers can be a civics class. National Geographic specials and Discovery channel provide instruction in science which overlap with the school curricula. But the question remains on how much learning actually occurs. Sesame Street taught some children certain skills under certain conditions, but in reality these conditions do not duplicate the conditions under which most children watch the program. Despite the flood of news, children are rarely in the audience and if they are they may not pick up much of the detail. However, when we understand school as a place where students are prepared to take their places in society. Attitude rather than ability are rewarded and authority is accepted in the place of intellectual competence and creativity. Media in the form of television and movies produces the lessons that society finds useful through its repeated use of dramatic themes and of characterization. It is here that school and media also overlap.

Another viewpoint argues that media exposure may improve cognitive skills other than those customarily rewarded in school. Media in the form of television, internet and movies, with their unique symbol systems such as the frequent use of zooms and quick shifts of scene may be training students to process information in a way that is different from that which reading emphasizes.

Also from the media, it is argued students learn expectations about how they are to behave and what they are to expect from school. This in turn colors their actual school behaviors. There are a very large number of understanding s about the school and how it operates. The expectations of the maths teacher, the way the peers reacts if their school basketball team loses must be learned. They are not the manifest ends of school education but are instrumental towards those ends. The question is whether media teaches such instrumental information and whether it affects one's understanding of and expectations for schooling. Media does provide instrumental information but they may be considered very trivial. However with the society in the process of ever transition and assimilation, media may help in providing information on how one should act and talk. In this relation, it turns out that the immediate social environment of the child, the parents and the peers are unable to guide the child in terms instrumental information. They lack observable incentives, opportunity to test reality and reliable sources of advice. Are there times when the child must act in unknown environments and such guidance is given by the media? For example: consider a girl student decision on her occupational aspirations she can reasonably hold. The little girl's view of her possible future careers may be influenced by the range of occupations legitimized by admired television and film actresses. Another example would be children of different castes and creeds interacting with each other. Another example in the same league would be the children's understanding of classroom behaviour. Though much instrumental and behavioral information is transmitted through older siblings and friends, sometimes media gives more myriad information on the above. These preconceived notions may change after face to face interaction but media given information may direct behaviour for a long time. The conditioning effect of prior expectations especially if shared by others may be powerful. They may color both interactive behaviour and perception of that behaviour and thus cause the immediate environment to resemble the media taught expected environment. Also the only school relevant area of expectations generated by media that has been studied is that of educational aspirations and occupational roles. Occupations that are presented on screen were better known by school children than some less available.

One of the basic problems that students face in relation to their media engagement is that the habit of receiving one way, talking head information from the media teaches the children not to ask questions about the media content because images cannot be slowed down or the speakers interrogated. Barbara S. Morris[56] suggests three ways to practice and encourage media analysis in order to break the rule of not questioning their responses to television. The first is individual detailed logs of text and program content. This according to Morris can be likened to anthropologist's field notes, which Clifford Geertz calls "thick descriptions". It is like a written record of observations about media which requires the students to record as much as they are able to write down what they see and hear. Invariably many students, as reported by Morris said that logging the media can be a frustrating experience because not all that transpires can be logged and written. Nevertheless for Morris, these logs provided a rich first hand evidence for classroom discussions on media. What was seen was an amazing receptiveness on the part of the children. Morris gives us one example:

"For instance, a student who logged the arrival of a football into the 1988 Ricoh Japan Bowl stadium wrote the following: 'after the commercial, a woman in a kimono is seen parachuting into the stadium with the game ball. The spectacular is made natural as cultures overlap"[57]

Thus we see that students are very much capable of interacting with the media and make their voices heard. These out of class log books becomes highly essential educational tools as they make content analysis self involving, emphasize the need for exact details and encourage student to speculate about what the presence and conjunction of particular content might mean. Morris evaluates this system in relation to the responses that the

---

[56] Morris, Barbara S 1989: 35

[57] Morris 1989: 36

student has. In a sense, logs lead students to rediscover what media contains. And when students listen to other students' logs, they become aware of how many apparently insignificant events determine viewer responses as well as how many versions there might of the same content. Children come to slowly realize that superficial, unsubstantiated or unspecific generalizations are a waste of time. Thus gathering and reporting observations establishes media analysis as a legitimate and serious work. These writing and reporting analysis teach students to intellectual and worthwhile criticism. Moreover, according to Morris, student's essays frequently note that without written logs it would be nearly impossible to separate features of content from each other. In other instances through these logs one was able to understand the gender perspective in the media. In time through a combination of group discussion, log analysis and assigned reading, as well writing of short essays and research papers, students see themselves as consistently active critics, responding thoughtfully to all kinds of media content. According to Morris, a significant portion of the enjoyment that children derive from the pleasure of watching a live televised program or a computer generated game is also because of the instant replay and in a sense, engaging in a dialogue. Through these replays they are able to engage in a reassessment of content. These replays sustain critical interactions over time. The popularity of replay illustrates that the viewers will engage in purposeful, extended reanalysis when there is a genuine invitation to do so. Also the alongside commentary in sports and talent shows helps the viewers to enter into "conversation" with the media. It can be said that viewers are more comfortable with dialogue which helps them to formulate their thoughts in order. These classroom assignments extend and deepen their engagement in critical and interpretative analysis. When media content becomes classroom subject matter, student's discussion and writing are not tentative. They possess a history of prior viewing and engagement of media that they draw upon confidently. Furthermore, logging, reading, discussing and writing papers lead students to engage quite seriously in questions about the influences of media upon their language and habits of thought. Students also respond to this exercise by acknowledging their own responsibilities. In fact possibilities of change excite them.

Our students are constantly influenced by the visual and verbal language that they receive from the media. In today's communication environment we need to educate the students to be media language literate, to respond and react critically to what they already recognize is a medium that profoundly shape their lives. Students could be assigned to critical thinking activities during their media engagement time which would enhance and extend their intellectual development. Students are hungry for a serious dialogue about media. As soon as it becomes a legitimate research topic, discussion in the classroom intensifies; an opportunity to discuss media inevitably provokes student participation. Media is a topic which children feel they can talk and write with experience and authority. It is important to remember that the material that is taught in schools is ordinarily not known to students beforehand. Hence the teacher remains in charge of choosing, describing and evaluating content. Media in its various forms is well known and they bring what is known as prior texts into the school with them. Most students do not regard television as their enemy although they recognize that programs differ greatly from each other in terms of content. The children depend more heavily on visual rather than literary information. From the start then students display lively intellectual curiosity about the personal and social impact of media.

4. THE CHANGES IN THE PRIMARY MEDIUM OF INSTRUCTION: THE TEXT:

The most common medium encountered in school learning is the book. It is characterized as a medium which employs the symbol systems of text and pictures. The primary symbol system used in books consists of orthographic symbols that in western culture are words composed of phonemic graphemes, horizontally arrayed from left to right. What distinguishes the text in books is the stability of this arrangement and it is this stability that has important implications of how learners process information from books. Specifically the stability of the text is what contributes in constructing a meaning of the text.

Book reading is the most likely of the activities that is displaced by children's media engagement. For many children, books represented the primary and a major in school and out of school exposure to the printed word, albeit in company with visual materials and constant engagement with the media has led to displacing books as major form of information outside the school. Media has been branded the enemy of traditional print literacy, most schools feel justified in ignoring media content as a subject for research and writing.

Learning with text involves the construction of two mental representations: a text base and a situation model. The text base is a mental representation derived directly from the text, at the level of both micro and macro structure; it is a propositional representation of the meaning of the text. The reader assembles propositions and integrates them with the previously constructed. As the memory limits are reached, the most recent and frequently encountered propositions are retained in short term memory and held together by repletion or embedding of arguments. The reader generalizes from these propositions to form macro propositions that represent the gist of the text. Integrating the information from the text in this way increases the likelihood that it will survive in short term memory and be embedded in long term memory. The situation model is a mental representation of the situation described by the text. Whereas the text base is propositional, the situation model can be constructed from propositions and spatial information. The situation model is connected to and constructed from information in the text base and from knowledge structures evoked from long term memory by information appearing early in the text or information activated by the readers purpose. Thus learning from the text involves the integration of these representations into the comprehender's knowledge systems by updating the schemata currently in long term memory or by constructing a new schema for an unfamiliar situation. Now one has to see how this symbol system influences memory representations and cognitive processes in distinctive ways. One should also try to compare and contrast learning processes from books which store orthographic symbols

in a fixed and stable way and learning processes from media which may convey the same linguistic information but in a different symbol system and in a transient way i.e. speech.

Reading processes interact with prior knowledge and skill in a way that relies heavily on the stability of the text to aid comprehension and learning. When encountering difficulty, readers will slow their rate, making more or longer eye contact or they may regress to retrieving a meaning for it from memory. Readers use the stability of the symbol system in books to slow their rate of progression or even to regress over text in a way that would seem difficult or impossible to do with media's ever advancing presentation of information. The clearest advantage to the use of the stability of text to aid comprehension is when the reader must regress over segments of information larger than a phrase. More important than the use of the stability of text to recover local comprehension failure in novel or difficult situations is this use in conjunction with highly developed reading skills and elaborate memory structures to strategically process large amounts of text within very familiar domains. Readers take advantage of the stable structure of text to aid comprehension. Strategic readers with considerable domain knowledge would sometimes progress through the text at a rapid rate using a single word to skip a vast amount of information. Other times they would slow considerably moving back and forth within a text and across texts to add to their understanding of the field. In other studies readers encountering difficulties with unfamiliar words, syntactic structures, or ideas used in the stability of the printed page to slow their rate and regress over the passage. None of these processing strategies are likewise available with the transient linguistic information presented in the media.

Readers therefore move along a line of text constructing a representation of the text base. They build a mental model of the situation described with information from the text base and schemata activated on long term memory. They slow down to comprehend difficult or important points and stop or regress to retrieve the meaning of an unfamiliar word or a confusing clause or sentence. They may also use their knowledge of the domain and

highly developed strategies to read selectively in service of a particular purpose they bring to the task.

Pictures are used to supplement the text. A certain pictures will provide triggers for memory pointers evoking prior knowledge. The readers will move back and forth from picture to text to comprehend the message and clarify the meaning of the word. Observations of good readers showed that they spent time initially looking at the pictures and rarely looked at them once they start reading. Poor readers on the other hand would frequently move back and forth from the text to the pictures. Though work is yet to be completed it has been suggested that good readers look at the pictures and formulate a prior fund of knowledge which guides and facilitates their reading. Poor readers on the other hand moved back and forth to facilitate the decoding of particular words and to aid in building a mental model. The text carries the primary semantic message while the pictures are used to map this information on this preliminary mental model. Learners who do not receive pictures but are instructed to generate images during the processing of story prose recall as much as those who receive pictures and more than those who do not receive pictures and are not instructed to generate images.

These methods are influenced therefore by the knowledge and purpose that the reader brings to the reading of the text and by the symbol systems and by the stability of the code that characterizes the book. Knowledge in this paradigm can thus be defined as a relationship between the individual and a social or physical situation rather than property of an individual only and this framework can be used to analyze the processes of comprehension that occur between texts pictures and cognitive structures. This framework extends the information processing paradigm that focuses primarily on internal structures and processes external to the reader. This relativistic notion of knowledge has considerable implications for learning from the media.

These capabilities are used by the author in a way that complements the learner's skills and deficiencies. Authors can use these stabilities and knowledge of comprehension structures to design structures in their book which may support and facilitate learning such as titles which evokes an appropriate schema that allowed the readers to supply information not explicit in the paragraph as more comprehensible. Other text strategies include conducting backward reviews to facilitate retention, focusing on certain types of information, or building internal connections among concepts in the text. An understanding of the cognitive function of pictures can also inform instructional practice. This understanding can provide text authors with information that can be applied heuristically to identify situations where pictures would be useful and to design pictures which would accommodate particular learners and tasks. On the other hand a less knowledgeable readership would benefit from interspersed pictures juxtaposed with corresponding texts. Learning with books thus illustrates the relationship between human information processes and characteristic stability and symbol system of the medium.

Media in its various forms differs in several ways from books that may affect cognitive structures and processes. One such form, the television can employ pictures, diagrams and other representational symbol systems like books but in the former, these symbols are transient and are able to depict motion. Linguistic information is oral and transient. Thus the students may process this information in a very different way than the back and forth serial processing of linguistic and representational information in books. It is also possible that the symbol systems used and their transient nature affects the moral representations created with television.

Also, it was seen that the students perceived the television to be an easier medium from which to learn than from books.[58] When assigned to view comparable stories from television and books, the effort spent in learning by the reading group was significantly greater than that reported by the group that viewed the television program. An important

---

[58] Kozma Robert 1991: 189

aspect of the television and other visual mediums is the ability to use both auditory and visual systems. Children can construct summaries from any medium but information obtained visually was more memorable. Information that is presented visually and linguistically is represented differently in memory. Visual representation has more memory pointers that can be used to associate with information already in long term memory. Visual and auditory representations on television, movies and computer games are presented simultaneously. While some schools of thought believe that this decreases comprehension, others believe the opposite. One of the studies conducted to understand this realm of knowledge used multiple measures of recall to trace the symbol system source of different kinds of knowledge. Children who only read a story and children who saw the video of the story differed in the way they drew details and their pictures were more accurate. The latter recalled more details from the story and better at a picture sequencing task and based their inferences on depicted actions. Children recall sounds and expressive language, and visual details from such medium. The nature of representations derived from visual symbols is better for building mental models of the situation than are representations in books.

Popular notions of television viewing portray children as staring zombie like creatures. But actually, when children are engaged in alternative activities, children generally look at to and fro from the television. Visual attention increases from low magnitude in infancy to high in late elementary school years, declining somewhat during adulthood. Visual attention is influenced by a number of formal features such as different types of voices, laughter, peculiar sounds, sound effects, auditory changes and visual movement. It has been seen that children's attention has been solicited by women and children voices and put off by the use of men's voices and inactivity. But studies have shown that it is actually the meaningfulness and comprehensibility of the presentation that guides visual attention. Children come to acquire knowledge about the associations between the typical use of features and the likelihood that the corresponding content will be meaningful and interesting. When made aware of the purpose of viewing i.e. entertainment or educational, students respond differently. For example, students who view television with

an educational purpose respond to the content at a much deeper level of understanding and they report more story and character elements and included more inferential statements about the meaning of the show. Students therefore have certain perceptions about the medium and the purpose they have for viewing influence the amount of the effort that they put into the processing of the message and consequently the depth of understanding of the story.

Another characteristic of the visual medium is that the information that it presents is transient and can appear to be so. With books, the reader creates chunks of variable word size to affect a reading pace that accommodates the cognitive requirements of comprehension. With television, the pace of representations is not sensitive to the cognitive constraints of the learner: it progresses whether or not comprehension is achieved. The television viewer may be familiar enough with the information to process it at the pace at which they are represented, even if it is fast. Even if attention waivers and information is missed, knowledge of a familiar domain can be used to fill in the gaps by supplying information from long term memory. Because the information is transient it cannot be used to regress to refresh short term memory. This transience may also have its benefits. The prospect exists that the transient time based character of video information could be used to inform the dynamic properties of mental models. The observation of objects moving along paths can be used by learners to understand changes in state. This is not possible with the static information that is available in the text. Whereas learners familiar with the domain might be able to supply such dynamic information from memory or use their prior knowledge to infer dynamic properties from static pictures, those novice to a domain might be able to supply such constructions and might benefit from the dynamic character of televised information.

Television viewers monitor a presentation at a low level of engagement, their moment to moment visual attention periodically attracted by salient audio cues and maintained by meaningfulness of the material. This creates a window of cognitive arrangement. Within

this window, this effort is sometimes effortless, resulting in the construction of shallow unelaborated representations of information presented. However when viewing with a purpose, people will attend more thoughtfully constructing more detailed elaborate representations and drawing more inferences from them. The visual component of the presentation is particularly memorable and the representations constructed with it are especially good for carrying information about situations. The students also use their prior domain knowledge to process information at the pace presented and supplement information that they may have missed. The transient information in the presentation may be useful in building the dynamic properties of mental models so that inferences can be made about the phenomena they represent. However, if the topic is unfamiliar, little information exists in long term memory to supplement viewing. The pace of the presentation may exceed their capacity to process it and comprehension failure may result. This knowledge can be used by instructional designers to make media related decisions. For example, people who are very knowledgeable about a particular domain can process information at a much faster rate and more strategically with text than the video suggesting that the text would suffice for these learners. However, people who are novices to novices to a domain are likely to benefit from the ability to slow the rate of information processing, regress over text and move back and forth between text and pictures as they are presented in books. These same people are more likely to fail at comprehending some portion of a video presentation because their pace of processing information may fall below the pace at which it is presented. Television symbol systems can supply complementary information particularly useful in constructing a situation model and its normal pace will accommodate comprehension.

Some media are characterized by their ability to process symbols. This is particularly the case for computers, the prototypic information processors. Computers can juxtapose or transform information from one symbol system to that in another. The computer can take equations, numerical values or analog signals and transform them into graphs. The computer can thus be used in various ways where links between symbolic domains and the real world they represent can be constructed, which are not possible through the

written text. The computer is also capable of proceduralising information. It can operate on symbols according to specified symbols. An important part of school learning is acquiring an understanding of the relationship between various symbol systems and the real world they represent. Yet students are frequently unable to connect their symbolic learning in school to real world situations. The transformational capabilities of the computer can make these connections. Through the internet one can access a wide range of information which becomes very useful in fulfilling this function confronted by a text book problem, it is always possible to refer to the internet in order to be able to understand. Also the computer with its various functional abilities is able to transform text book problems and help to construct models which help in solving these problems. The processing capabilities of the computer and the vast array of information on the internet with its aligned auditory and visual capacities can influence mental representations and cognitive processes of learners. The transformative capabilities of the computer connected the symbolic expressions of graphs to the real world phenomena they represent. Computers also have the capability of creating dynamic, symbolic representations of non concrete, formal constructs that are frequently missing in the mental models of novices. More importantly, they are able to proceduralize the relationships between the objects. Learners can manipulate these representations within the computer microworlds to work out differences between their incomplete, inaccurate mental models and the formal principles represented in the system.

Thus we see how the basic tool of school learning, the text book, is slowly being eroded by the influence of the media. Though the text book is still applauded as an exemplary tool of learning and knowledge transaction, the television, the cinema and other visual forms of media is influencing the above.

The National Curriculum Framework (NCF) 2005 recommends that children's learning within the school must be connected to their life outside school. What followed were a set of textbooks as formulated by the National Council for Educational Research and Training (NCERT) which marked a distinct departure from bookish learning. They tended to discourage rote learning. With the help of these textbooks, teachers were able to encourage children to reflect on their own learning and pursue imaginative activities and

questions. Media in its various forms were used in these textbooks in order to make the study of different subjects more interesting. For example in the textbook for Political Science for Class IX by NCERT, Democratic Politics, a number of cartoons have been used. These cartoons and their related activities can be used to engage the children in order to understand the subject. (Picture A[59] and Picture B[60]). Also in the same book, the preface advises the students about using the computer, the internet, newspapers, television and the radio for their work. (Picture C[61], Picture D[62], Picture E[63], Picture F[64]). In such textbooks, a great leap forward has been taken with regard to the usage of other mediums in the textbooks. Not only are children able to creatively engage with different mediums and realize the importance of both visual and textual mediums but also are constantly connected to the outside world through these activities

---

[59] NCERT, 2006: 35
[60] NCERT, 2006: 29
[61] NCERT, 2006: ix
[62] NCERT, 2007: viii
[63] NCERT, 2007: 17
[64] NCERT, 2007: 67

AT LAST! ONE MAN, ONE VOTE!

VOTE HERE

I LIKED IT BETTER WHEN I WAS THE ONE MAN AND THE ONE VOTE!

©John Trever, Albuquerque Journal, US, Cagle Cartoons Inc.

ALBUQUERQUE JOURNAL, TREVER

Why talk about Zimbabwe? I read similar reports from many parts of our own country. Why don't we discuss that?

Rule of law and respect for rights

Zimbabwe attained independence from White minority rule in 1980. Since then the country has been ruled by ZANU-PF, the party that led the freedom struggle. Its leader, Robert Mugabe, has been ruling the country since independence. Elections have been held regularly and always won by ZANU-PF. President Mugabe is popular but also uses unfair practices in elections. Over the years his government has changed the constitution several times to increase the powers of the President and make him less accountable. Opposition party workers are harassed and their meeting disrupted. Public protests and demonstrations against the government are declared illegal. There is a law that limits the right to criticise the President. Television and radio are controlled by the government and give only the ruling party's version. There are independent newspapers but the government harasses those journalists who go against it. The government has ignored some court judgments that went against it and has pressurised judges.

The example of Zimbabwe shows that popular approval of the rulers is necessary in a democracy, but it is not sufficient. Popular governments can be undemocratic. Popular leaders can be autocratic. If we wish to assess a democracy, it is important to look at the elections. But it is equally important to look before and after the elections. There should be sufficient room for normal political activity, including political opposition, in the period before elections. This requires that the state should respect some basic rights of the citizen. They should be free to think, to have opinions, to express these in public, to form associations, to protest and take other political actions. Everyone should be equal in the eyes of law. These rights must be protected by an independent

PICTURE A

2.4 BROADER MEANINGS OF DEMOCRACY

In this chapter we have considered the meaning of democracy in a limited and descriptive sense. We have understood democracy as a form of government. This way of defining democracy helps us to identify a clear set of minimal features that a democracy must have. The most common form that democracy takes in our times is that of a representative democracy. You have already read about this in the previous classes. In the countries we call democracy, all the people do not rule. A majority is allowed to take decisions on behalf of all the people. Even the majority does not rule directly. The majority of people rule through their elected representatives. This become necessary because:

- Modern democracies involve such a large number of people that it is physically impossible for them to sit together and take a collective decision.
- Even if they could, the citizen does not have the time, the desire or the skills to take part in all the decisions.

This gives us a clear but minimal understanding of democracy. This clarity helps us to distinguish democracies from non-democracies. But it does not allow us to distinguish between a democracy and a good democracy. It does not

WHAT IS DEMOCRACY? WHY DEMOCRACY?

PICTURE B

Let us read the newspaper is both an exercise and an activity. You can use it to ensure that the students can apply what they have learnt to a different context. You can also use it to encourage the habit of newspaper reading. Where most students have access to news channels on television, you may supplement or modify the projects suggested here to include watching of news and current affair programmes. Here again, if you think a different project will suit your students' context and resources, you must be right. Please go ahead.

ACCESSING ONLINE INFORMATION

We are living in an era of information and communication revolution. Printed books, textbooks and the mass media such as newspapers and periodicals have ceased to be the only sources of information. Now millions of websites (World Wide Web) provide easy and instant access to a vast and diverse amount of online information. The World Wide Web has enabled a sudden and extreme decentralisation of information. Since many schools do not possess the latest encyclopaedias and traditional libraries, students and teachers may rely on the Internet to access the needed information.

While using this textbook, the teachers and students may sometimes feel that information provided in the book is, 'insufficient' for learning or classroom teaching. You may want to know more about certain ideas, concepts and events in different countries. We would suggest some of the ways you can use the Internet for this purpose.

You may find some information in free encyclopaedias like www.en.wikipedia.org or www.britannica.com. Search engines like Google and Yahoo can provide links to websites that are specifically dedicated to different topics that you may be interested in.

Similarly, several important newspapers and magazines are available online. Some of them allow you to access their archives without payments and registrations. Similarly a few TV channels also allow you to access information without registrations and payments.

Some other websites would be useful to know more about the various institutions discussed in the text. You could find the links to all the Indian government institutional websites from www.india.gov.in. Specifically http://india.gov.in/directories_gov.php will provide you the direct link to various institutions. Similarly various international organisations like United Nations, World Bank, human rights organisations too have their own websites Apart from Indian constitution you will also find constitutions of many countries also being available online. You can also look at parliaments around the world by following the link from Inter Parliamentary Union www.ipu.org/english/home.htm

Further you may want to use more images, pictures, or cartoons for discussions. You will find them in newspapers that are available online. Apart from it, you could also look at www.politicalcartoons.com for this purpose. Similarly, through searching "images" category of Google you could locate them.

You may find it useful to visit the websites like www.plato.standford.edu, www.opendemocracy.net, www.brainyencyclopeid.com especially when you wish to get more clarity on certain theoretical aspects or to learn more about politics.

ix

PICTURE C

Let us watch television, Let us listen to radio, Let us read newspaper, Let us debate, Let's find out or Let's do it give students some activity in or outside the classroom. These activities become more meaningful when the students present their findings to the entire class and have the space for discussion. Where necessary, please feel free to substitute one type of media with another.

Glossary appears at the margin of the page in which an unfamiliar word or expression comes in the text. Such a word is highlighted in the text. Remember, you don't need to learn the definition by heart. You just need to understand the word.

Let us revise usually comes at the end of every section. The questions invite you to apply the points learnt in that section to a specific situation. Teachers can come up with more such in-text exercises and use these to check the progress that everyone has made.

Exercises come at the end of every chapter. You would notice that we have introduced some new kinds of exercises, particularly in multiple choice format, which require reasoning and application of mind. Once you become familiar with the format, you would enjoy the challenge.

Maps are essential not just for understanding geography but also for history and politics. That is why some of the information is presented by way of maps in this book. You are not expected to draw the maps, but understand patterns depicted here.

viii
PICTURE D

alone can make laws relating to the subjects mentioned in the State List.

● **Concurrent List** includes subjects of common interest to both the Union Government as well as the State Governments, such as education, forest, trade unions, marriage, adoption and succession. Both the Union as well as the State Governments can make laws on the subjects mentioned in this list. If their laws conflict with each other, the law made by the Union Government will prevail.

What about subjects that do not fall in any of the three lists? Or subjects like computer software that came up after the constitution was made? According to our constitution, the Union Government has the power to legislate on these 'residuary' subjects.

We noted above that most federations that are formed by 'holding together' do not give equal power to its constituent units. Thus, all States in the Indian Union do not have identical powers. Some States enjoy a special status. Jammu and Kashmir has its own Constitution. Many provisions of the Indian Constitution are not applicable to this State without the approval of the State Assembly. Indians who are not permanent residents of this State cannot buy land or house here. Similar special provisions exist for some other States of India as well.

There are some units of the Indian Union which enjoy very little power. These are areas which are too small to become an independent State but which could not be merged with any of the existing States. These areas, like Chandigarh, or Lakshadweep or the capital city of Delhi, are called Union Territories. These territories do not have the powers of a State. The Central Government has special powers in running these areas.

This sharing of power between the Union Government and the State governments is basic to the structure of the Constitution. It is not easy to make changes to this power sharing arrangement. The Parliament cannot on its own change this arrangement. Any change to it has to be first passed by both the Houses of Parliament with at least two-thirds majority. Then it has to be ratified by the legislatures of at least half of the total States.

The judiciary plays an important role in overseeing the implementation of constitutional provisions and procedures. In case of any dispute about the division of powers, the High Courts and the Supreme Court make a decision. The Union and State governments have the power to raise resources by levying taxes in order to carry on the government and the responsibilities assigned to each of them.

> If agriculture and commerce are state subjects, why do we have ministers of agriculture and commerce in the Union cabinet?

us listen to radio

Listen to one national and one regional news bulletin broadcast by All India Radio daily for one week. Make a list of news items related to government policies or decisions by classifying these into the following categories:
● News items that relate only to the Central Government,
● News items that relate only to your or any other State Government,
● News items about the relationship between the Central and State Governments.

PICTURE E

programmes. Workers' organisations, employees' associations and most of the movement groups often resort to these tactics in order to force the government to take note of their demands.

- Business groups often employ professional lobbyists or sponsor expensive advertisements. Some persons from pressure groups or movement groups may participate in official bodies and committees that offer advice to the government.

While interest groups and movements do not directly engage in party politics, they seek to exert influence on political parties. Most of the movement groups take a political stance without being a party. They have political ideology and political position on major issues. The relationship between political parties and pressure groups can take different forms, some direct and others very indirect:

- In some instances, the pressure groups are either formed or led by the leaders of political parties or act as extended arms of political parties. For example, most trade unions and students' organisations in India are either established by, or affiliated to one or the other major political party. Most of the leaders of such pressure groups are usually activists and leaders of party.

- Sometimes political parties grow out of movements. For example, when the Assam movement led by students against the 'foreigners' came to an end, it led to the formation of the Asom Gana Parishad. The roots of parties like the DMK and the AIADMK in Tamil Nadu can be traced to a long-drawn social reform movement during the 1930s and 1940s.

- In most cases the relationship between parties and interest or movement groups is not so direct. They often take positions that are opposed to each other. Yet they are in dialogue and negotiation. Movement groups have raised new issues that have been taken up by political parties. Most of the new leadership of political parties comes from interest or movement groups.

Is their influence healthy?

It may initially appear that it is not healthy for groups that promote interest of one section to have influence in democracy. A democracy must look after the interests of all, not just one section. Also, it may seem that these groups wield power without responsibility. Political parties have to face the people in elections, but these groups are not accountable to the people. Pressure groups and movements may not get their funds and support

Follow the news on any news TV channel for one week. Make a note of news related to pressure groups or movements representing the following sectors or sections: farmers, traders, labour, industry, environment and women. Which of these are mentioned most on television news? Which sections or interests get mentioned the least? You may follow a newspaper if you don't have TV at home.

PICTURE F

5. SIGNIFICANCE AND CONTEXTUALISING THE MEDIA:

The essence of these rather fundamental implications is that: mass media is here to stay. Their influence can only grow and become all pervasive. Because the offerings of the media serve both to advance and to kinder the work of education, the school cannot afford to ignore their influence. Recognition of the significance of the media in the lives of the learners as perhaps the most potent of all extra school educative forces is essential. The school does not have to be a passive spectator, swept along by the momentum of the force of the media. It can become better informed about the role of media in modern society; it can teach its charges perceptive use of the media; it can make use of the better performances of the media and work toward nullifying the effect of poorer ones.

Sometimes it so happens that MPhil dissertations become an exploration of secondary literature and its in-depth analysis becomes their main focus. However I wished to go beyond my reading and explore my subject as it exists. Many a time the 'what' of the theory and the 'how' of praxis becomes widely dissociated from each other. As a result what a person reads and formulates become widely separated from that which happens in the world. Therefore in order to make sense of what I have studied and read, I wanted to explore the possibilities as it exists. It would be of great relevance if I could explore the actual media induced changes in education. Hence my next chapter is a small exploration into this subject through a context specific field. It would greatly help me put into perspective the understanding that is formulated till now.

90

LEARNERS, TEACHERS

AND NEGOTIATION

WITH THE MEDIA:

EMERGING VOICES

Research on media in education covers a wide and diverse range of topics, settings and domains. As was revealed in the first two chapters, my research revolved around a basic issue in this field. This issue emanated from the fact that children today are continuously engaging themselves inadvertently with television, computer games and internet. This engagement mostly is done in the absence of supervision and is accessed outside school, and the family. The family and the school which was long seen as primary socializing agents in a child's life now find their roles adequately threatened by the onslaught of the media. What I am concerned with in this dissertation is that how with the fact that children today are creating their own funds of knowledge primarily out of repeated exposure in this media saturated world, the metaphorical impenetrable walls of the school are broken down. In other words, how the school today is coping with children having their own separate fund and source of knowledge and also how children are coping with both the school and the media generated knowledge. One needs to understand how and in what ways do children sitting in our classrooms today are bringing media related funds of knowledge to the sites of learning. Through such a probe, the changes that are imminent in our school education today will come to the fore.

In the previous few chapters, I have explored how the media today has itself as one of the major socializing agents in today's world. In my first chapter, I have explored a basic understanding of the media and its socializing effects. In this chapter I have juxtaposed the theory of how media is an overwhelming socializing agent which generates a passive audience and the theory of how the media audiences have an agency of their own and are continuously and creatively engaging with the media generated knowledge. Following such juxtaposition it was easier to put a perspective in understanding the secondary literature in relation to the above topic. It is without a doubt that many studies in this area revolve around the fact that media has a derogatory influence on children which turns them into couch potatoes, dullards and uncreative people. Such studies see how grades are lowered by constant viewing of television, how school performance is effectively hampered with constant engagement with media etc. These studies clearly have an underlying belief that the audience and their reception of images and messages of the

media are but passive. Along this thread, they also see children as a vulnerable group who are easily swayed by the fervor that media puts across. However another thread sees the audience as an essentially creative entity which engages with the media. In the same vein children are also creative and they engage with the media in myriad ways.

The kind of literature that I have explored till now understands this juxtaposition and revolves around both these threads. However in praxis such juxtaposition and extreme positions may not exist. What may come to the fore is a middle path where children are getting influenced by the media and at the same time engaging with it. Their creative engagement with the media does not overlie the fact that children do get influenced by the media and act in a way which they feel is appropriate. In a way then it became necessary to understand the real picture in India. Hence the following chapter is an exploratory fieldwork which helped me in understanding the actual workings of how the media and its reception and engagement is influencing and changing the contours of school life.

Research on media in education varies from basic experimental work in the laboratory through field experiments in educational institutions to large scale evaluations of programs and products in current use by schools. No single research methodology can accurately cover this range nor can a field be made uniform to fit some arbitrary conception of the best approach to research. In the limited time and scope of the study that I wished to undertake, an exploratory fieldwork was what was necessary. It was a process by which I could get sensitized in a topic which was only explored in books.

As has been already elaborated, the objective of this research is basically to explore how media today is changing the way by which schools function. With regard to the above chapters, I have tried to delve into research that has already been elaborated in this field. I have tried to see how there are certain number of changes in the way a school functions

in the wake of the unprecedented use of media today. I have concentrated on how the three pivots of a school, the teacher, student and the book are being influenced by the media. One has tried to see how these influences have changed them and how one is assimilating these influences. Thus in this fieldwork I have also evolved my work by concentrating on two pivots, the teacher and the student. The basic issue that I have tried to understand is in a way straddling between two theoretical viewpoints: a. children are passive, dormant entities in relation to media which affect their school performance and b. children are creative agencies which engage with the media in their own special ways. Change and effect are the important terms in this research which unfortunately cannot be deciphered over a short period of a month. However, this is but an exploratory study and a means by which I tried to understand how media is actually affecting the workings of a school.

Hence two objectives evolved out of the study which I sought to undertake. One basic objective was to understand how media and technology function and what effects they have on learners. This objective made me understand the actual socializing effect of the media and what effects it can have on the students that are sitting in our classrooms today. Also I wanted to see and explore ways of realizing unexplored potentialities of media and ways of converting them into educational purposes. Therefore conducting a small exploratory fieldwork became important in this study.

As my work revolved around media and its effects on education, it became necessary that I start from the very place where I wanted to see whether at all a confluence between media and education happens: the school. Now the school with its prescribed role players provided me with students and teachers. Their opinion was very illuminating with regard to the above topic, especially as my previous research through secondary literature revolved around the changes that were taking place from the perspective of the teacher and the student. Hence the school became an ideal arena whereby I could clarify and understand the changes that were taking place with the onslaught of the media in today's

times. However institutional walls are hard to penetrate and it proved to be quite a difficult task to be able to ask and converse with students and teachers of certain particular schools in the city. Fortunately, Kendriya Vidyalaya in Lodhi Road Delhi allowed me to do so. Kendriya Vidyalayas are government schools which have a number of branches in around the city of Delhi. The Lodhi Road branch proved ideal for my fieldwork as I already knew some of the teachers there. I choose the timing of my fieldwork carefully. Not only would it be relevant to do my fieldwork after doing considerable research through the secondary literature revolving on this topic, it would also prove to be fruitful if there were no academic timetable hassles i.e. examinations, unite tests etc. Hence I decided to converse with teachers and students of the school only when they did not have any other commitments and engagements. I ventured into the school just a few days after the commencement of the new academic year. The children were just over with their annual examinations and the teachers were yet to begin the curriculum. It figured that the teachers and students would be more forthcoming in answering my queries and interacting with me.

The intimidations and the conversations that I had in the school with teachers and students proved to be quite illuminating with regard to my research. However during the course of the research certain shortcomings emerged. The first factor was the duration. The conversations and interactions were done over a period of a month and though this proved adequately fruitful for my research, it would have been more useful if I could have interacted with the children over a longer period of time and also in a different space. I would have liked to interact and observe the children especially when they are with their friends and in the classrooms. One to one interaction with the teachers and the students and teachers were possible only outside the precincts of the classrooms and in "free periods". I did however observe the children's behaviour only during one particular period when they were shown an educational video. Though it was illuminating in some regard it was not directly related to the curriculum or the day to day classroom activities. Secondly as it was one of my first fieldworks, I still had to get accustomed to ask questions and interact with people without putting them at unease. Over the course of a

**KENDRIYA
VIDYALAYA
(LODHI
ROAD)**

month, as I became accustomed to the surroundings and got to know the students and teachers well and it was not only easier to interact with the students but also they became more free with me and were able to overcome their inhibitions in interacting with me.

1. INTERACTIONS WITH THE TEACHERS: EXPLORING POSSIBILTIES OF CHANGE

After the basic research through secondary literature, my argument rested on changes occurring around three pivots in the institutional arena of the school: the teacher, student and the book. It was hence befitting that I concentrate my work, questions and observations through interactions with teachers and students.

With the onset of mass media as has been already elaborated, the teacher's role has been threatened. The teacher who was for long been regarded as the source of knowledge, values and ideas for many now finds himself and the role he plays threatened by the mass media. Hence it was important to know how teachers in their specific roles perceive the ever increasing presence of media in the lives of children, in their classrooms and in their curriculum framework. I asked a number of specific questions with regard to my research which helped in understanding the perspective of teachers regarding the pervasive use of media. Six primary school teachers helped me in understanding their perspective regarding the above.

It was important hence to start with understanding their perspective on the role of the media i.e. television, cinema and internet play in the life of the child. A primary school teacher of the Hindi language very aptly put across her understanding of the subject by declaring that students at the age of ten know what in her times a twenty five year old person would know. They felt that children today spend a considerable amount of their

time watching television and on the internet. When asked whether they felt that watching television programs and surfing the net does hamper the child's performance. On further probing, they elaborated that the time that the students devoted to watching television not only prevented the students from giving more time to their studies and homework but also kept them away from activities which would enhance their creative potential. However Mrs. Pratima Srivastava, an environmental science teacher was quick to add to the above that media has become all pervasive in our lives today. Watching television, movies, playing games on the internet has become so important as a peer group activity that it is necessary for them to watch television in order to keep in tune with conversations, activities and games which slowly are becoming media related. Hence watching television and viewing movies becomes necessary in order that they "do not feel left out". Being a mother herself she feels that the parents' role is very important in this regard. She does not allow her daughters who study in different schools to watch serials and music channels on school working days. However, constant vigilance is not possible and also unnecessary. Television viewing is a complex peer activity and certain amount of media engagement should be allowed. But for this, teachers and parents have to be well aware of what their children watch and help them to understand what is good and what is bad for them. Most of the teachers however were in favour of letting children view educational and informative programs in channels such as the Discovery Channel, Discovery Travel and Living, History Channel, National Geographic Channel and movies like Taare Zameen Par[65], elaborating that such programs would benefit the children. Hence what emerged from the conversations in this regard was that teachers themselves made a huge distinction between what is good media and bad media.

Many of the teachers that I spoke to also had a very clear idea of how television personalities and movie actors influence the lives of the children that they teach. When asked how they feel about the influence of icon figures have in the life of the children, one teacher was quick to elaborate an example. A Hindi soap by the name of "Balika

---

[65] The film tells the story of eight year old Ishaan (Darsheel Safary) who suffers greatly until a teacher (Aamir Khan) identifies him as dyslexic.

Badhu"[66] was extremely popular among the students in her classroom and she often heard them discussing about the same. The girl students, she elaborated were enamoured by the actress who played the title role in the serial. On further probing and interacting with them during a free period she understood that the some of the students had gathered a number of information on this particular actress and some of them were quick to point out the negligible age difference between them and the young actress.

When asked how media helps in education i.e. their class work, many teachers answered in the affirmative. Mrs. Pratima Shrivastava said it helps when media provides certain information that becomes useful in explaining concepts in the class. She gave an example about how she was explaining the concept of smell and that dogs have an extraordinary sense of smell. One of her students quipped that she had seen the sniffer dogs on television during the terrorist attack on Mumbai and could understand that these dogs were very important in a police investigation. Also, she elaborated that movies like Taare Zameen Par proved beneficial for her teaching as she became more receptive to each individual child's need. However she also clarified that television is also the root of many misconceptions. For example, she overheard one of her male students saying that if you touch a girl, she will become a pregnant. Concepts of touching, pregnancy can very well be inculcated through the media, though parents and family members may also have a huge role to play in inculcating these concepts and ideas in the child. Another teacher who is a primary school Hindi teacher also elaborated how cartoons become important in helping the children understand certain stories and their meaning. She liked mythological serials and cartoons as she believed that they helped to draw the children's attention to the classroom when such stories were taught. The teachers felt that the curriculum is helped greatly by the media. But they also felt that viewing television, watching movies and playing video games should be curtailed or are under strict parental supervision. When asked about whether current popular media should be discussed in the classroom,

---

[66] *Balika Badhu* is a TV serial, currently being broadcast on Colors TV in India. The serial deals with Child Marriage, a social custom still prevalent in parts of India.

hey were very receptive to the idea and even came up with certain ideas. For example ᴐne teacher elaborated that she could use the movie "Chak De"[67] in order to explain ᶈportsmanship spirit.


2. REALISING CHANGES IN CREATIVE LEARNERS:

The children in the school were very forthcoming and receptive to answering my questions. The questions were structured in such a way in order to decipher the place of media in the lives of these children. Questions were asked in order to understand the importance of television, movies and the internet in the lives of these children. It was an effort to understand the kind of programs that the children watched, the computer games they played, the movies they watched and how they perceived these images. It was also an effort to understand how education that these children received in their schools collaborated with the images that they saw on television. It was also important in order to understand how the children perceived the media. I conversed with a number of children all in the age group of 9-12. They were in classes' four to six. I asked them questions within the classroom and they were more than happy to escape the class work and answer my questions. It was an effort to understand how the children participated with the media.

When asked about their daily schedule in order to understand the presence of media in their daily lives, it became clear that most of these children had a very similar turn of things. In an average school day when the children returned home at two, at least three hours were devoted to watching television, movies and playing on the internet. Preferences varied with boys watching "Ben 10 Alien Force", "Dorimon", "Hagemaru" and the girls watching "Tom and Jerry", "Barbie" and "Hannah Montana". When asked

---

[67] Chak De! India is 2007 a Bollywood sports film about field hockey in India. It is directed by Shimit Amin, produced by Yash Raj Films, and stars Shahrukh Khan as Kabir Khan, the (fictional) former captain of the Indian national field hockey team.
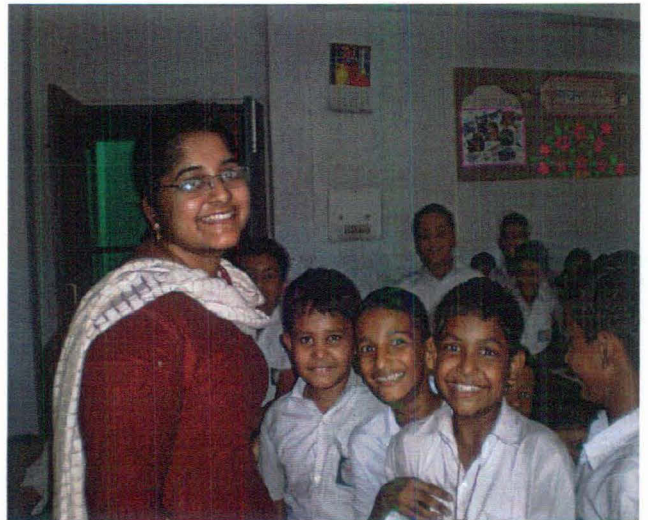
WITH THE
CHILDREN.....

whether they watched any programs with their parents, most children replied in the affirmative saying that the time from eight to ten in the evening was mostly occupied in watching programs which their parents preferred. Serials like "Balika Vadhu", "Bidaai", "and Yeh Rishta Kya kehlata Hai", "Bandini"[68] were quite popular and the children watched them with their whole family. However it was not always out of compulsion that these children watched these serials. For e.g. Shobit Chatterjee listed a Hindi soap serial "Kitni Mohabatiein" as one of his favourites. When asked how he started watching the serial, he replied that his mother used to watch the serial. Now however, he likes watching it too and clearly elaborated the plot line for me, elements of which are clearly directed at a much older audience. Cartoons were also not watched alone and most of the time children were accompanied by their older or younger siblings. When asked whether the choice to watch certain programs was theirs, they replied that the time when parents watched, it was not possible to watch anything else. But with their siblings fights also ensued over what to watch.

Children in my respondent group were very fond of movies but it was but rarely that they went to watch a movie in the cinema hall. Mostly movies were viewed thorugh a privately owned DVD player. It was only when a particular movie was recommended by many that they went to watch it with their family in a cinema hall. Also it was when their friends also recommended it that the wish to watch the movie would increase. When asked about the latest movies, it was seen that the students were quite well versed in the story plots, songs, lyrics and dialogues.

When asked about the internet, many confused it with working on the computer. However two respondents had their own email addresses. When asked about the particulars, the students replied that some older member of their family had made it for

---

[68] These were a few hindi soap serials that are aired on primetime television in Star Plus, Colors And Zee Television.

them. Many of them played games on the internet like the Barbie Dress up and "cars"[69]. The children were also very eager to know whether I knew of any games, to which I proved to be a complete novice. They then animatedly explained to me the particulars of every game and to which level they had reached. Some games were quite unique. For e.g. one game named GTA was different in the sense that here the virtual thief had to saved from the police. One would expect the game to function the other way round keeping in mind the set notions of good and bad and what is considered as an offence. Others like the Barbie dress up and the cookery academy were clearly directed at girls. "Harry the hamster", "Space Tomb" were other popular games among boys and girls alike.

It was therefore seen that for most children the television, internet and movies presented the only accessible mode of entertainment. Though some of the respondents engaged themselves in reading fiction books, listening to music, and playing all of them more or less relied on the television and the computer for the daily dose of entertainment. Most of them felt that they did not resort to other modes of entertainment because of the easy and immediate availability of television and the computer and lack of time because of work. Playing with their peers often meant competing with each other on computer games and most of the books that they read were connected to the television shows that they watched.[70]

Following from the above, it was also seen that children were particularly attracted to merchandise that was influenced by the media. For e.g. many students owned a bey

---

[69] The children suggested certain games on the internet. I tried playing two games which were "Barbie dress up" and "the Cooking Academy". In the first game, Barbie dolls were placed in different contexts such as the office, party, mall and the home. Certain options were given and one had to choose between different dresses, accessories, shoes and makeup to dress your Barbie appropriately after which points were given. This game was very popular among the girls.

[70] For e.g., the makers of Hannah Montana have come with a series of paperbacks with the characters of the hugely popular show. Other examples may be cited of the Olsen twins' books, Pokemon Comic books etc.

blade, a toy that was influenced by a cartoon show. Some students also had a "Ben 10" watch quite like what they see in the television. Often these toys and games are given as free gifts with packaged chips, chocolates and other things which are liked by children. Children were very aware of what comes with a particular packet and usually had their uncles and elder siblings buy these for them

When asked about onscreen characters and whether they were real or not, the students replied that they knew that these were actors. Their parents and peers often commented and discussed their personal lives. As one student named Akansha of class four said that parents often admired the young girl who played the chief protagonist in the serial "Balika Badhu" which made her look up to the child artiste.

It is often seen that children during their playtime often use characters out of the television, movie and internet games. For e.g. some children said that when with their friends, they often imitate actual characters out of their favorite cartoon shows like Pokemon and Digimon. However when asked about the apparent dangerous stunts and actions in these shows, many replied that they were aware that they were not real. They were aware of the disastrous consequences of imitating the stunts from television and movies. When asked who or what made them aware of such results, they said that it was quite evident that if one plays with fire or tries to perform those difficult stunts they will get hurt. The classic "house" game is now peppered by girls playing characters out of the many serials that they watch.[71] For e.g. girls now play the characters from the serial "Balika Badhu". Also some girls love the show "Hannah Montana" and they also form their own make believe bands in their playtime and dress up like her.

---

[71] The house game is something that is quite popular in Indian households especially among girls. Children set up house and engage in role playing where the classic roles of mother, father, and children are played out by children.

The students that I spoke to are quite well aware of the fact that watching too much television or watching movies and playing games on the internet diverge their time from studying. They spoke about how their parents and teachers constantly charade them for not studying and spending too much time with the media. They however elaborated that when they are often asked to watch the news, the discovery and the national geographic channel.

In trying to understand the media and the effect that they have on children, I tried to conjecture the kind of interest that is generated out of the media. When asked about whether they can understand all of what is watched in the media, they replied in the negative, saying that some things which they watch with their parents such as the serials and the news could not be understood. When asked who clarifies their doubts, they said that they asked their parents, but unfortunately they could not understand much. When asked whether they have ever asked their teachers these students answered that they have never been given this opportunity. Their teachers have never specifically discussed the media in the classroom. Some of the class four students replied that they had watched "Taare Zameen Par" with the class. But there were no discussions on the movie afterwards. They could not understand many scenes of the movie but they got the basic point. The teachers also hardly ever use examples from the media in their curriculum teaching. Certain events and happenings were however discussed in the school assembly and they cited the example of the recent terror attacks in Mumbai which was discussed by the principal. Her explanations were useful for them as they could understand what is being shown on television. The recent Indian Premier League matches were also a subject of great consertation among the students.

Many children felt that teachers should discuss the media in the classroom as it will make the classroom more exciting and interesting. They infact came up with certain ideas about how one can conduct the class. For e.g. they could be shown a movie which could be discussed in the classroom. When the idea was flouted to other older students, they

innovated it by suggesting that they could write compositions or essays on the following topic.

THEORETICAL RELEVANCE AND POSSIBILITIES:

This chapter was a small exploration into the ways in which media is actually changing the education scenario. Talking to the teachers as well as the students not only helped me validate what I read but also gave me an interesting perspective in relation to the theories and other researches conducted.

The hypotheses formulated by Robert Hornik were viewed through a context specific light in this study. His displacement hypothesis with regard to the amount of time spent in media related activities was resonated through the fact that the children that I interviewed were actually devoting much more time in watching television, movies than reading a book or playing. Event their playtime activities were mostly media related. Secondly the fact that they would display greater interest in the work, if they have seen a related television show was asserted by the teachers. Thirdly the assertion that much of what the children are expected to do are in fact influenced by the media was clearly validated by the fact that many characters of television and movies were looked upto and emulated upon.

In relation to teachers, most of them still thought that an excess amount of television and movies greatly hampers the child's performance. Their views were mostly in tune with Adorno and Horkheimer's belief of audiences being passive and without any creative agency. However, they did realize the potential of media in education and felt that the former could be used to the latter's advantage. Also teachers had a very stated concept of what consisted good and bad media. They had a constructed idea of what is informational

and 'educational' for the children and what is not. Most teachers also felt that the media aim for less intellectual engagement and hence intellectual growth of children is very much hampered. Also the fact that media is a primary source of information (however distorted) was illustrated through the examples above. Teacher's belief that children, being of a versatile and volatile state of mind would be easily influenced by what is shown on the television and movies is however partly undermined when, in interacting with the children, there was a distinct attempt to creatively engage with the media. Here the understanding that media reception is but a hermeneutical process was clearly illustrated by their engagements with the media related characters and plots in their various activities of life.

With regard to the above findings one can conjecture and tentatively conclude about the effects of the media on the education scenario. It is without hesitation that one can conclude that children today encounter media in all its forms in various aspects of their life. Media without a doubt has made its presence felt in every aspect ranging from their playtime with friends, time with parents and even their school. It is without a doubt that they are engaging with the media in all its various aspects and their creative energies are diverted to dealing with the media. Teachers hence should take into account this overbearing presence of media in the lives of the children. Media today has become a parallel and powerful socializing factor in the children's lives alongside that of the school, the family and the peer group. And hence its effects and socializing abilities can coincide with that of the latter. It has also a powerful influence on other socializing factors as we can see. Hence we can conclude from the fieldwork findings that schools today do not remain unscathed from the influence of the media as the pivots i.e. the teacher and the student are in some manner transformed. Children today grapple with the influence of the media in their lives and in some manner their education is also influenced by it.

CONCLUSION

It is without a doubt that today media today are of primary and crucial importance to the maintenance and reproduction of contemporary societies. Societies need to reproduce to survive and culture cultivates attitudes and behaviour that predispose people to consent to established ways of thought and conduct thus integrating individuals. Forms of media culture such as television, film, popular music and advertising provide role and gender models, fashion hints, lifestyle images and icons of personality. The narratives of media culture provide certain underlying messages under seductive and pleasurable forms of popular entertainment. Media and its corresponding culture engage people in practices which integrate them into the established society, while offering pleasures, meanings and identities. Various individuals and audiences respond to the texts disparately, negotiating their meanings in complex and often paradoxical ways.

Indian children, in most sections of the society are exposed to media in some form or the other, be it in the form of television, movies and internet. In cities especially one may not be surprised to see children with television sets, computers, mobile phones and I pods. They tend to spend more time with media than any other single activity. Also there is a growing phenomenon of "media multitasking"[72] .

With the continued apprehension of parents, teachers and educational theorists about the derogatory effects of new media, many studies are being conducted on not how children should use the media but how their encounters with media should be regulated. Most of these studies however see the child as a passive consumer of images who is liable to be molded in any direction. We must abandon the assumption that the recipients of media products are passive onlookers whose senses have been permanently dulled by the continuous reception of similar messages. We must also abandon the assumption that the process of reception itself is an unproblematic, uncritical process through which products are absorbed by individuals like sponge absorbing water. Assumptions of this kind have little to do with the actual character of reception activities and with the complex ways in

---

[72] Roberts and Foehr, 2008

which media products are taken up by individuals, interpreted by them and incorporated in their lives. Children engage actively with the multimodal media texts. Children delight in the characters, music and the action responding both verbally and physically to a wide range of stimuli. These media artifacts are highly potent and desirable popular cultural texts for young children and are an integral part of the media related communities of practice.

However despite the above liberating impact of media on education, educational theorists, parents and teachers today should understand therefore the importance of the ability to think critically and creatively about the media and their relationship to society. In other words, one needs to understand that it is a critical understanding of how the media work, how they produce meaning, what techniques media use, how audiences make sense of the messages conveyed through the media and how media affect the society that needs to be inculcated. Therefore what is also required is the need to develop a pedagogue, which allows critical penetration in media. It should allow students to attain critical autonomy in relationship to all media and the question is rather to be mindful of the medium. Students need to become critically autonomous users of the media. There are many compelling reasons for such a need for a critical penetration and a theoretical perspective to media. Media, especially television programs and commercials encourage such values as over consumption, materialism, simplistic solutions to complex problems, violence, casual sexual behavior, stereotypical racial and sex roles. Children need to be equipped with cognitive tools to analyze media, its messages and audience responses. Such tools will help them to personalize their understanding and appreciation of media. Critical penetration and a theoretical perspective to media will be helpful in order to develop student's critical language for media analysis, the ability to decode, encode and evaluate the symbol systems that dominate the world. Children should critically view what they read or watch regardless of the medium of representation. Critical examination and reflection about his/her own experiences with media will help to understand the nature of the reality constructed by the media, the ways in which the media construction

are read or received by the audiences and to develop competency for debunking the myths surrounding the media.

In this media saturated world, one also needs to understand the limits and deficiencies of a techno- mediated culture. In contrast to a techno mediated education which can have certain liberating consequences, however direct face to face learning can help engage the students as well as teachers in complex, critical dialogic environment which can be beneficial for both the student as well as the teachers. The benefits of a student - teacher interaction in a classroom needs to be understood. Also, one needs to take into account the various sites of social interaction of the child which compromises of his parents, siblings, grand parents, aunts, uncles and peers. Social interaction needs to be considered in contrast to information obtainable from the media. On the other hand, again, social interaction about the media may be regarded as beneficial.

In my first chapter I have tried to reflect on certain questions; answers to which will provide a base for my further research. How do we view the relevance and role of mass media? What is our relationship to the content and form of the media messages that we receive daily? How do we receive these and in what manner are we shaped by them? As someone who is trying to grapple with the understanding of media and education and the resultant changes, it was necessary to understand the forces that drive media, the processes which have an effect on value formation, societal trends and lifestyle choices. How do the media alter our sense perceptions, our behaviour patterns and our capacity to learn? This chapter hence had three sections in order to clarify these questions. The first part tried to understand the extent of media in India. Secondly one tried to unearth the official interpretation of media and the role that they play in the lives of the people today. Thirdly I explored the writings of Adorno and Horkheimer, Marshall McLuhan, Walter Benjamin and others to understand the role of media and the various processes that are associated with it today.

In the first section I have tried to extensively chart the growth of media in India which was necessary in order to understand the extent of children's access to it. What we see is that children today exist in a media saturated world and they are continuously engaging with an intertextual transmedia context. In order to understand the official interpretation of media it was necessary to delve in previous research and enumerate the conclusions. The impact of media on children today as was seen has become an important catalyst of social change. But in these conclusions, reception was seen as linear and that children need to be monitored and guided through this encompassing media. For many educationists and media analysts it is the primary responsibility of parents and teachers to see that children's access to media is regulated and monitored. Such a viewpoint also views the passivity of the audience and sees them susceptible to images over which they have little control over.

Such concepts and understandings are based on a number of theorists' writings which views the audience as passive such as Adorno and Horkheimer. Their essay helps us in providing a perspective of the socializing function of the media in a unique way. They elaborated on the belief that the recipients of mass media are only passive and undifferentiated individuals. Such a theoretical understanding helps us put into perspective the understanding of many researchers who feel the need of monitoring children and their engagement with the media. McLuhan's understanding of the medium and concepts of "hot and cold media" is important as it helps to understand the way in which children might react to different media and also throws up the concept of the audience and the fact that any study of the media is useless without the study of the audience perception and engagement. But he sees the audience of new media as passive, silent and unresolved.

Now from another perspective, writers and theorists such as Walter Benjamin, John Thompson and Stuart Hall of the British cultural studies saw the audience as creatively engaging with the mediated images. For them the audiences' understanding of media

depended on their contexts and milieus in which they viewed and engaged with the media. Walter Benjamin floated this stream of thought and incorporates an understanding of an active and creative audience which engages with the media. For him the audience is active participants in the process of knowledge transition. John B Thompson in the same vein understands audience as a creative entity. For him, individuals make sense of media products and their reception differs with regard to their social background and circumstances which results in the fact that the same message is understood in differing ways in different contexts. For him thus reception is a hermeneutical process. For Stuart Hall in the same stream of thought, the audience does not simply passively accept a text — whether a book or a film — and that an element of activity becomes involved. The person negotiates the meaning of the text. The meaning depends on the cultural background of the person. The background of a person, according to Stuart Hall can be used to explain how some readers accept a given reading of a text while others reject it. With Stuart Hall's understanding of encoding and decoding moments, we understand how important is the role of audiences within the whole process of communication through media. This conception helps us understand the process by which decodings of the audience occurs.

In this chapter a clear demarcation occurs between two lines of thought, one which sees the audience as passive and the other which sees the audience as a creative and situated entity which have spawned research and a number of studies. But it is not feasible to view reception in terms of extremities. One has to concede to the fact that children as an audience are at a highly impressionable stage in their lives and they are to some extent passively incorporating underlying messages of the media. Hence in my research it was necessary to concede to both streams of thought. It was not feasible to completely overlie the aspect of passivity in audience and elaborate on the creativity and situatedness of the audience. Both aspects need to be taken into account and used to understand the changes that are occurring in children as students and in the whole education scenario.

In my second chapter, I have tried to see how the dynamics of a school in general and a classroom in particular are undergoing a certain transition. Education is seen as a process of transfer, of knowledge, ideas and values. The classroom and the school as a place of knowledge are undergoing a certain transition with regard to the onslaught of media. What one can see is that the teacher taught relationship in the classroom is undergoing a change which is unprecedented. What I tried to explore in this chapter is the kind of changes that are happening in the classroom because of the media and it's continuous and multi pronged influence in everyday life. Thus what I tried to see is how the three pivots of the school, the teacher, the student and the book are being influenced by the media. Not only will one try to see how these influences have changed them but also how one is assimilating these influences.

With reference to the teacher, I have tried to see why his/her role undergoes a certain transformation in relation to media. Also I have tried to use previous research in this field in order to see how teachers today can and are assimilating these changes into their own ways and methods of teaching. With the teachers' acceptance of the fact that the youth should be prepared to cope with mass communication, I have tried to understand the materials, methods of teaching mass media that can be used in becoming acquainted with the media. New relationships between the teachers, learners and media are emerging. The teachers' roles are thus fast changing in relation to media.

With reference to children, it is without a doubt that today there are children in our classrooms who are subject to a completely different source of information and who are unable to cope up with the plethora of information that they receive. Media is seen to enlarge a child's secondary experience in comparison to the child's primary experience. It was seen from earlier research that media inculcates a sense of passivity among children who are not inclined to analyse the media content. The media may also inculcate a uniform mode of thinking and understanding among children. Robert Hornik's understanding of how media can influence education gives us an elaborate understanding

of how children as students are influenced in their daily lives. Barbara Morris in continuation tries to explain and suggest ways in which one can encourage and practice media analysis. This is important as the child today depends heavily on visual rather than literary information in order to understand the world around them.

From the perspective of books, I have tried to see how they are different from visual media both in terms of how their content is perceived and how they facilitate learning. Also I have to compare and contrast the learning and perception that occurs form books from that which happens via the visual medium. Children have perceived the visual medium as easier from which to learn than from books. Also the transient nature of the visual medium has its cons as well as benefits which hinder and aid in the learning process. What I have tried to see is how comprehension and learning through understanding is different in different mediums i.e. literary which is the text or the book and the visual that is the television, cinema and computer.

The essence of these rather fundamental implications is that: mass media is here to stay. Their influence can only grow and become all pervasive. Because the offerings of the media serve both to advance and to kinder the work of education, the school cannot afford to ignore their influence.

In the previous chapters I have explored and understood the means by which children become influenced by media and also at the same time engage with it. However their creative engagement does not overlie the fact that children do get influenced by the media and act in a way that they feel is appropriate. What may come to a fore is a middle path where children are getting influenced by the media and at the same time engaging with it. In a way hence it was necessary to get a field sensitization to understand the real workings of the media and its reception and how the engagement with it is influencing and changing the contours of school life. An exploratory fieldwork was thus necessary. In

the fieldwork I tried o evolve my work by concentrating on two points: the teacher and the student. With regard to the teacher I was able to understand their take on the role of the media in the life of the child. Also a number of interesting viewpoints came across on the possibility of media helping in the learning process, which were in the affirmative. In interacting with the children, I basically developed a perspective on the presence of media in their everyday lives. It was therefore seen that for most children the television, internet and movies presented the only accessible mode of entertainment. Though some of the respondents engaged themselves in reading fiction books, listening to music, and playing all of them more or less relied on the television and the computer for the daily dose of entertainment. It was also seen that children were particularly attracted to merchandise that was influenced by the media. Again it was often seen that children during their playtime often use characters out of the television, movie and internet games. one of the interesting facts that came across was that many children felt that teachers should discuss the media in the classroom as it will make the classroom more exciting and interesting. They infact came up with certain ideas about how one can conduct the class. Thus it was seen that children today grapple with the influence of the media in their lives and in some manner their education is also influenced by it.

The above research work on education and media and subsequent changes in the dynamics of knowledge transaction has been important and instrumental in allowing me to delve and ignite the first forays into the subject. Figuring out the changes that have been occurring in the classroom and in the same thread education has helped me to understand the dynamics of the latter, a subject that I was interested in since my post graduation days. This research helped me in converging the two area of sociology that I was interested in: the sociology of education and the sociology of media. In continuation to the above research I would like to delve deeper into the actual workings of the media in the classroom. What will be required is deeper understanding of children, their viewing habits and their subsequent engagement with it in the classroom. In relation to the above research a number of new questions arose which need probing and further research. Firstly what is required is actually an understanding of children and their various

engagements with media. I would like to delve deeper into how they watch and engage with the media and in what ways such engagements can help in the educational process. How do children react to the media? Why do they react in such a manner? Is there any definite way in which they react? Or is it influenced by their milieus? Due to the limited scope and time period of the above research, I was unable to foray deep into understanding the children's viewing habits. It is important to situate the child in the workings of the media which would help me immensely in understanding the larger picture of knowledge transaction, socialization and the continuation of the society. Secondly Marshall McLuhan's statement "medium is the message" needs further probing into in relation to the above research where the technology of the different visual mediums needs to be understood and their potential for educational purposes explored. Thirdly this research can be further taken forward by seeing how Indian television and media can be used in the classroom. It will be quite interesting to probe into how and in what ways television content and messages can be used in the classroom. These certain questions will help me to take the research forward. In this preliminary excursion into understanding the dynamics of knowledge transaction between the media and education, a number of changes have taken place. Indispensably media becomes a force to be reckoned with in the foray of education. For education to remain meaningful in today's times they have to take into account the socializing capacity of the media. The workings of the media and education need to be further probed into in order to understand the larger picture of knowledge transaction and continuation of society.

BIBLIOGRAPHY

BOOKS:

1. Apple, Michael, 1979, *Ideology and Curriculum*, Routledge and Kegan Paul, London.

2. Baudrillard, Jean, 1994, *Simulacra and Simulation*, University of Michigan Press, Michigan

3. Baudrillard, Jean, The Precession of Simulacra in Gigi Durham Meenakshi and Douglas M. Kellner (Ed), 2001, *Media and Cultural Studies: Key works*, Blackwell Publishers, Massachusetts.

4. Benjamin, Walter, The Work of Art in the Age of Mechanical Reproduction in Gigi Durham Meenakshi and Douglas M. Kellner (Ed), 2001, *Media and Cultural Studies*: Key works, Blackwell Publishers, Massachusetts.

5. Benjamin, Walter, 1969, *Illuminations*, Schoden books, New York.

6. Bowles, S and Herbert Gintis, 1976, *Schooling in Capitalist America*, Routledge and Kegan Paul, London.

7. Cohen, Yehudi. A, 1971, The shaping of Men's minds: Adaptations to the imperatives of culture" in Stanley Diamond and Fred O'Gerring (ed), *Anthropological perspectives in Education*, Basic Books Inc., New York

8. Dewey, John, 1966, *Democracy and Education: An introduction to the Philosophy of Literature*, The Free press, New York.

9. Docker, John, 1994, *Postmodernism and Popular culture: A Cultural History*, Cambridge University Press, UK

10. D'Souza Y.K., Mass Media and Contemporary Social Issues, Commonwealth Publishers, New Delhi

11. Durkheim, Emile, 1956, *Education and Sociology*, The Free press, New York.

12. During, Simon (Ed), 1993, *The Cultural studies Reader*, Routledge, London and New York.

13. Ganesh S, 1995, Lectures on Mass Communication, India Publishers distributors, Delhi

14. Gigi Durham Meenakshi and Douglas M. Kellner (ed), 2001, *Media and Cultural Studies: Key works*, Blackwell Publishers, Massachusetts.

15. Gregory. E, Susi Long and Dinah Volk(ed), 2004, *Many Pathways to Literacy*, Routledge, New York.

16. Horkheimer Max and Theodor W. Adorno, 1972, *The Dialectic of Enlightenment*, Continuum, New York.

17. Horkheimer Max and Theodor W. Adorno, The Culture Industry: Enlightenment as a Mass Deception, in Gigi Durham Meenakshi and Douglas M. Kellner (ed), 2001, *Media and Cultural Studies: Key works*, Blackwell Publishers, Massachusetts.

18. Illich Ivan, 1971, *Deschooling Society*, Penguin books, New York

19. Kumar Keral G., 2003, Mass Communication In India, Jaico Publishing House, Mumbai

20. Mackey Margaret, 2008, Media Literacies: Major themes in Education, Routledge, New York

21. Malhan P.C., 1985, Communication Media: Yesterday, Today and Tomorrow, Publication division: Ministry of Information and Broadcasting, Government of India.

22. Marsh, J (Ed), 2005, *Popular culture, New media and Digital Literacy*, Routledge, London and New York.

23. Mcluhan Marshall, Understanding Media: The Extensions of Man, Signet Press

24. McChesney Robert W., Ellen Meiskens Wood and John Bellamy Foster, Capitalism and the Information Age: the Politcal Economy of the Global communication Revolution, Monthly Review Press

25. Messaris Paul and Lee Humpbreys, 2007, Digital Media: Transformations in Human Communication, Peter Lang Publishing, New York

26. Mills, C. Wright, 1956, The Power Elite, Oxford University Press, New York.

27. Mohanty Jagannath, 1994, Educational broadcasting: radio and television in education, Sage Publication, New Delhi

28. NCERT, 2006, Democratic Politics- I, Textbook in Political Science for Class IX, NCERT, New Delhi

29. NCERT, 2007, Democratic Politics- II, Textbook in Political Science for Class X, NCERT, New Delhi

30. Padgaonkar, Lalika, 1999, The Killing Screen: Violence on Television and its impact on Children, UNESCO, New Delhi, 1999

31. Tewari I.P., Communication Technology and Development, Publication division, Ministry of Information and Broadcasting.

32. Thompson, John B, 1995, The Media and Modernity: A social theory of the media, Oxford, Polity Press

33. Unnikrishnan, N and Bajpai, S, 1995, *The Impact of Television Advertising on Children*, New Delhi, Sage.

34. Whitehead, Alfred North, 1929, The Aims of Education and other Essays, Macmillan, New York

ARTICLES:

1. Agarwal, Binod C., 1999, Broadcast media for education: An appraisal of television for expanding and improving the quality of education, *Perspective in Education,* Vol. 15, No. 1, pp. 67-74

2. Andre Mary, 1966, New Media in the Classroom & the Classroom Teacher, *Art Education*, Vol. 19, No. 4, pp. 21-29, National Art Education Association

3. Angus Lawrence, Ilana Snyder, Wendy Sutherland-Smith, ICT and Educational (Dis)Advantage: Families, Computers and Contemporary Social and Educational Inequalities, 2004, *British Journal of Sociology of Education*, Vol. 25, No. 1, pp.3-18, Taylor & Francis, Ltd.

4. Anuradha. K and V.V. Bharathi, 2002, Effect of T.V viewing On Elementary School Children's Academic achievement, Vol 18, No 1, *Perspectives in Education,* Society for Educational Research and Development, Bangalore

5. Barth, Rodney. J, 1976, ERIC/RCS Report: Popular Culture, the Media, and Teaching English, *The English Journal,* Vol. 65, No. 3, pp. 84-88. National Council of Teachers of English.

6. Bignell Jonathan, 2002, Writing the Child in Media Theory, *The Yearbook of English Studies,* Vol. 32, Children in Literature, pp. 127-139, Maney Publishing on behalf of Modern Humanities Research Association

7. Boutwell, William. D, 1958, "Education for the age of communication", *The English Journal,* Vol 47, No 3. pp 138-143, National Council of Teachers of English

8. Boram, William A., 1963, The Mass Media of Communication as Extra-School Educative Force, *Journal of Educational Sociology,* Vol. 36, No. 9., pp. 437-441., American Sociological Association.

9. Cerych Ladislav, 1985, Problems Arising from the Use of New Technologies in Education, *European Journal of Education,* Vol. 20, No. 2/3, Ten Years on: Changing Issues in Education,1975-1985. European Institute of Education and Social Policy Tenth Anniversary Issue.pp. 223-232., Blackwell Publishing.

10. Curtis James C. and Stanley Schwartz, 1973, Learning History through the Use of Media: An Experimental Approach, *The History Teacher,* Vol. 6, No. 4, Society for the History of Education

11. Clark, Richard E, Reconsidering Research on Learning from Media, *Review of Educational Research* Vol. 53, No. 4, pp. 445-459, American Educational Research Association.

12. Dhand, H, 2000, Media literacy In School curriculum, Vol 16, No 1, *Perspectives in Education,* Society for Educational Research and Development, Bangalore

13. Edling, Jack V. Edling, 1968, Educational Objectives and Educational Media, *Review of Educational Research*, Vol. 38, No. 2, Instructional Materials: Educational Media and Technology, pp. 177-194, American Educational Research Association

14. Eickmann Paul E.; Charles B. Fowler, 1971, Senses, Media, and Education, *Music Educators Journal*, Vol. 57, No. 5, Technology in Music Teaching, pp 33-35, MENC: The National Association for Music Education.

15. Felson Richard B., 1996, Mass Media Effects on Violent Behavior, *Annual Review of Sociology*, Vol. 22, pp. 103-128, Annual Review

16. Hale Gordon A., Leon K. Miller, Harold W. Stevenson, 1968,Incidental Learning of Film Content: A Development Study, *Child Development*, Vol. 39, No. 1, pp.69-77, Blackwell Publishing

17. Hirsch, Paul M, 1977, Public Policy toward Television: Mass Media and Education in American Society, *The School Review*, Vol. 85, No. 4, pp 481-512, The University of Chicago press

18. Hirschman Elizabeth C. and Craig J. Thompson, 1997,Why Media Matter: Toward a Richer Understanding of Consumers' Relationships with Advertising and Mass Media, *Journal of Advertising*, Vol. 26, No. 1, pp. 43-60, M.E. Sharpe, Inc.

19. Hobbs, Renee, 1998, The Simpsons Meet Mark Twain: Analyzing Popular Media Texts in the Classroom, *The English Journal*, Vol. 87, No. 1, Media Literacy., pp. 49-51., National Council of Teachers of English.

20. Hornik Robert, 1981, "Out of School Television and Schooling: Hypothesis and methods",*Review of Educational Research*, Vol. 51, No. 2., pp. 193-214, American Educational Research Association

21. Howard Darmstadter, 1975, Better Theories, *Philosophy of Science*, Vol. 42, No. 1, pp. 20-27, The University of Chicago Press

22. Hubbard Jeffrey C.; Melvin L. DeFleur; Lois B. DeFleur, 1975, Mass Media Influences on Public Conceptions of Social Problems, *Social Problems*, Vol. 23, No. 1., pp.22-34, University of California Press.

23. Hunt Arnold, 1997, 'Moral Panic' and Moral Language in the Media, *The British Journal of Sociology*, Vol. 48, No. 4, pp.629-648, Blackwell Publishing

24. James A. Schwalbach, 1966, New Media in Higher Education, *Art Education*, Vol. 19, No. 4., pp. 9-10, National Art Education Association.

25. Jamison Dean, Patrick Suppes, Stuart Wells, 1974,The Effectiveness of Alternative Instructional Media: A Survey, *Review of Educational Research*, Vol. 44, No. 1, pp. 1-67, American Educational Research Association

26. Jonassen David H., 1981, "Learning From Television: What Are the Limits?", *Peabody Journal of Education*, Vol. 58, No. 4, Issues and Trends in American Education, pp. 242-250., Lawrence Erlbaum Associates

27. Joshi, P.C., 2003, On Communication and National Development, *Mainstream,* Vol. 41, No. 26, pp. 17-19, Perspective Publication

28. Joshi, P.C., 2003, Communication: The Changing scenario, *Mainstream,* Vol. 41, No. 43, pp. 13-19, Perspective Publication

29. Kaplan Jeffrey S., 1997, One Person's Opinion: "And Now a Word from Our Sponsor!", *The English Journal*, Vol. 86, No. 4, Literary Festival., pp. 15-16. National Council of Teachers of English.

30. Kozma Robert , 1991, "Learning with Media", *Review of Educational Research*, Vol. 61, No. 2, pp. 179-211, American Educational Research Association.

31. LeBaron, John, 1974,The New Television and the Open Classroom, *The Elementary School Journal*, Vol. 74, No. 5., pp. 266-273, The University of Chicago Press\

32. Marsh Jackie, 2006, Popular Culture in the Literacy Curriculum: A Bourdieuan Analysis, *Reading Research Quarterly*, Vol. 41, No. 2, pp. 160-174, International Reading Association

33. Morris, Barbara S, 1989, The Television Generation: Couch Potatoes or Informed Critics? *The English Journal*, Vol. 78, No. 8, pp. 35-41. National Council of Teachers of English.

34. McLeod Jack, Scott Ward, Karen Tancill, 1966, Alienation and Uses of the Mass Media, *The Public Opinion Quarterly*, Vol. 29, No. 4, pp. 583-594, Oxford University Press

35. Passi, B.K. 2000, Knowledge Construction and Media Pedagogy, Vol 16, No 1, *Perspectives in Education,* Society for Educational Research and Development, Bangalore

36. Pontyz Stuart R, 2006, "Independent Media, Youth Agency, and the Promise of Media Education", *Canadian Journal of Education*, Vol. 29, No. 1, The Popular Media, Education, and Resistance, pp. 154-175, Canadian Society for the Study of Education.

37. Roberts Donald F. and Ulla G. Foehr, 2008, Trends in Media Use, The Future of Children, Vol. 18, No. 1, *Children and Electronic Media*, pp. 11-37, Princeton University

38. Salomon Gavriel; Richard E. Clark, 1977, Reexamining the Methodology of Research on Media and Technology in Education, *Review of Educational Research*, Vol. 47, No. 1., pp. 99-120., American Educational Research Association

39. Sara Maureen, 2000, Students' New Links to Literacy: Student Writers Travel the Infinite Page *The English Journal*, Vol. 90, No. 2, Technology and the English Class, pp. 136-138, National Council of Teachers of English.

40. Shashtri, J and Prerna Mohite, 2001, Television Viewing Pattern Of pre school children, Vol 17, No 4, *Perspectives in Education,* Society for Educational Research and Development, Bangalore.

41. Singer, Dorothy G and Jerome L. Singer, 1998, "Developing Critical Viewing Skills and Media Literacy in Children, *Annals of the American Academy of Political and Social Science,* Vol. 557, Children and Television. pp. 164-179, Sage Publication

42. Sobeiraj Sarah and Heather Laube, 2001, Confronting the Social Context of the Classroom: Media Events, Shared Cultural Expirience, and Student Response, *Teaching Sociology,* Vol. 29, No. 4. pp 463-470, American Sociological Association

43. Stack Michelle and Deirdre M. Kelly, 2006, Popular Media, Education, and Resistance, 2006, *Canadian Journal of Education,* Vol. 29, No. 1, The Popular Media, Education, and Resistance, pp. 5-26, Canadian Society for the Study of Education

44. Stein, Nancy Wendlandt, 1983,The Effective Use of Mass Media in Sociology Education: Confronting the Competing Curriculum, *Teaching Sociology,* Vol. 10, No. 3, The Use of Mass Media in Sociology Curricula., pp.283-317, American Sociological Association.

45. Stein, Jay W., 1960, "Mass Media: an Educational Challenge",*Peabody Journal of Education,* Vol. 38, No. 3., pp. 161-166. Lawrence Erlbaum Associates

46. Tichenor; G. A. Donohue; C. N. Olien, 1970, "Mass Media Flow and Differential Growth in Knowledge", *The Public Opinion Quarterly*, Vol. 34, No. 2., pp. 159-170. Oxford University Press.

47. Treviño Linda Klebe, Jane Webster, Eric W. Stein, 2000, Making Connections: Complementary Influences on Communication Media Choices Attitudes, and Use, Organization Science, Vol. 11, No. 2, pp. 163-182, INFORMS

48. Williams, Allan S., 1956, Television in Education: Possibilities and Obstacles, *The School Review*, Vol. 64, No. 4., pp. 187-190. The University of Chicago Press.

49. Wilson Samuel M and Leighton C. Peterson, 2002, The Anthropology of Online Communities, *Annual Review of Anthropology*, Vol. 3, pp. 449-467, Annual Reviews

50. Wright John C et al, Occupational Portrayals on Television: Children's Role Schemata, Career Aspirations, and Perceptions of Reality, *Child Development*, Vol. 66, No. 6., pp. 1706-1718., Society for Research in Child Development.

51. Zukin Cliff; Robin Snyder, 1984, Passive Learning: When the Media Environment Is the Message, *The Public Opinion Quarterly*, Vol. 48, No. 3., pp. 629-638., Oxford University Press.

INTERNET ARTICLES:

1. Ledingham, Jane, The effects of media violence on children, Auguast 1994
   URL:
   http://www.phacaspc.gc.ca/ncfvcnivf/familyviolence/html/nfntseffemedia_e.html

2. Lewin Tamar, Teenagers' Internet Socialising not a Bad Thing, New York Times, November 2008

    URL:

    http://www.nytimes.com/2008/11/20/us/20internet.html?_r=1

3. Mathur Alok and Kanthi Pathak, Media and Young minds: the role of education, July 1998, Journal of Krishnamurti Schools

    URL:

    http://www.journal.kfionline.org/article.asp?issue=2&article=22

4. Ninan T.N., The Changing Indian media scene,

    URL:

    http://www.india-seminar.com/2006/561/561%20t.n.%20ninan.htm

5. Notten Natascha and Gerbert Kraaykamp, Family background and media socialization: An empirical study on social differences in parental socialization activities, May 2007

    URL:

    http://www.nsv-sociologie-facta.nl/activiteiten/dvds2007/papers/Family%20background%20and%20media%20socialization%20(dag%20vd%20sociologie).doc

6. Nambiar Jayashree and Alok Mathur, Media, Society and Education: Perspectives and Issues for Our Times, July 2002, Journal of Krishnamurti Schools

   URL:

   http://www.journal.kfionline.org/article.asp?issue=6&article=22

7. Nambiar Jayashree and Alok Mathur, Media and Education, July 2002, Journal of Krishnamurti Schools

   URL:

   http://www.journal.kfionline.org/article.asp?issue=6&article=21

8. Ravindranath, Sushila, Confusing trends,

   URL: http://www.india-seminar.com/semsearch.htm

9. Sethi Najam, Time For a South Asian Channel,

   URL:

   http://www.india-seminar.com/2006/561/561%20najam%20sethi.html

10. Singh Raghbir, Children in Family Purchase Decision Making in India and the West, 2006

    URL:

    http://findarticles.com/p/articles/mi_qa3896/is_200601/ai_n17187284/pg_13

11. The media in Contemporary Consumer Culture

    URL:

    http://encyclopedia.jrank.org/articles/pages/6482/The-Media-in-ContemporaryConsumer-Culture.html

12. Mass Media and Society: A Sociological Perspective on Media,

   URL:

   http://www.public.asu.edu/~zeyno217/365/notes1.html

13. Media education and media violence

   URL:

   http://www.mediaawareness.ca/english/issues/violence/role_media_education.cfm

14. Media Violence and Its effects on Children, December 2008,

   URL:

   http://www.allfreeessays.com/essays/Media-Violence-Its-Effects-Children/2019.html

15. The Family Is No Longer The Most Important Agent Of Socialization

   URL:

   http://www.allfreeessays.com/essays/Family-No-Longer-Most-Important/4919.html