

CHAPTER - 1

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1.1 INTRODUCTION

Human beings are different from animals. They do not remain silent nor they live alone throughout the whole life. Besides, they have a natural instinct to interact and to share their ideas, emotions and feelings with each other. For this purpose, they use symbols, gestures, postures, speech and writing as a tool to communicate with each other. If we peep into the history of, how human beings communicated we come to know that primitive humans probably communicated through primitive sounds and basic signs. With the passing of time and necessity of life, human beings developed different types of tools to communicate.

Thus, communication with each other is an important aspect of human life. Moreover, among all the tools of communication spoken and written forms of language are most widely used tools for communication. We not only think but dream also in terms of language. For a moment, can we imagine human life without language? No, because it has become a part of human life and hence human being considered language as both natural and simple.

If we critically look at language we will come to know that sentence is very essential to language and more important, words are very essential to sentence. To succeed in communication for sharing our ideas, emotion and feelings we should have good command over language and for better communication we should have vividness of meanings, which we acquire through word power. Thus, effective communication depends on how many words we have and which words we select to present our.

ideas, emotions, feelings etc. The more words we have available to clarify and control the more we will succeed in communication.

Apart from it, throughout the history of human civilization technology has been linked to human life for various purposes such as education, entertainment communication and scientific inventions. Owing to these technological developments mass communication like Radio, television, Newspapers, Magazines, Computer (Internet, email) and Fax, the present day world has become smaller day-by-day. Moreover, in the developing countries the most popular media like newspapers, books, radio, television and computer have become a source of learning.

To day the whole world is facing two particular problems.

- (1) **Information Explosion**: It means an explosion of knowledge. Social and technological changes are taking place rapidly throughout the world. Due to expanding information, new frontiers of knowledge are opening day by day. The horizon of human knowledge and understanding is expanding immensely.

Furthermore, in any type of communication actually a meaning is conveyed. therefore in a communication a piece of information or knowledge is more important. Besides this, in communication message is of great importance because the same piece of information when conveyed on a printed page or over the telephone, by radio or television appears different and has entirely different effect on us.

Thus, the effectiveness of piece of information depends upon the medium through which it is imparted.

Moreover the way we acquire information is very important because it appeals to our heart and mind and hence we prefer those sources for learning and information.

Basically, there are two ways of getting information one is formal way that we go to school or college and the other is informal way and that is through Mass media.

- (2) **Population Explosion**: Due to the growth of population and democratization of education and varying levels of motivation and aspiration. The students' population is immensely increasing year after year. In this way, the problem of population explosion is more serious in the developing countries like India than the developed one. Both, from population as well as information India is facing serious difficulties.

On the contrary, when knowledge and population is constantly exploding, naturally, there is a problem of imparting exploded knowledge to the growing population and therefore there is a cry for more & more information to more & more people in less & less time. It is with the help of technology and mass- media that have come to our rescue to tackle the problem of information explosion and population explosion. India is the second largest country of the world so far as population is concerned. Among children there are two distinct classes. One, which goes to school and the other, is out of school and hence deprived of school. Moreover, there are certain limitations to formal education that the age-old teaching methods like lecture meth`od or chalk and talk are not adequate to do justice to the intellectual psychological and emotional needs of the learners. Mass media is a kind of message. It messages the sensory organs and stimulates the people to respond actively owing to this mass media has entered into all

the structures of our daily life. In this way, Mass media has become a part & parcel of human rationale. Mass media raised from information transmission and entertainment processes to knowledge transmitted, opinion maker and consciousness constructor. As it has become part & parcel of our life, children from the very young age engaged in, particularly television viewing. This early exposure of children to television has both educative and miss-educative effects on them. It is a means of communication, which makes ideas clear, and helps the people to acquire knowledge. It also updates the existing knowledge. It helps in simplifying and gaining new information along with vividness of things and their meanings around the whole world, which increase our word power too.

As a result of it, in recent years there has been an increased concern among practitioners and educational researchers about the practical side and effectiveness of Mass media. For example, one detailed study by Kumar (1987) and Barot (1988) has revealed that in India fifty-four (54%) percent of the total students watch the television. There are 64% of the students between the age of 12 and 14 who spend more than four hours sitting before the television screen every Sunday.

Government of India is also making efforts to develop educational programmes with entertainment through mass media, especially through television and computer programmes.

Mass media is window on the world, which brings rich flow of information into our homes, schools and business. Mass media is an integral part of our life and society. Further more, we live in the world, which is influenced and shaped by the sights, sounds, opinions and values presented by mass media. Media can influence our knowledge, values and our social identities. The

message conveyed through mass media extend well beyond written text including still images, moving images sight and sound.

Here we can say that, if the school is a powerful base of formal education the mass media is the most influential among the informal agencies of education. They, with their content alone teach variety of subjects and that also with sound and motion pictures, which have pleasing effect upon the viewers. In this relation the president of OHIO state university rightly said it before 25 years that, "Education does not stop at the borders of the campus and television offers another way to reach out into homes and serve people where they live".¹

Besides in India, since the adoption of the 1968 policy there have been considerable alternatives in facilitating education all over the country at all levels. The role of media in the new systems of education of NPC 1986 has been clearly defined.

The National Policy on Education (1986) recommendation

"Modern communication technologies have the adequate potential to bypass stages and sequences in the process of development encountered in earlier decades. Both the constraints of time and distance at once become manageable. In order to avoid structural dualism modern education technology must reach out to the most distant areas and the most deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability".²

¹ The future of ETV, The News letter, Columbus, Ohio State University, February, 1951. P. 258.

² D.B. Rao, National Policy on Education: Towards an Enlightened and Human society; Discovery Publishing House, New Delhi, 1998.520.p

"The media have a profound influence on the minds of children as well as adults, some of them tend to encourage ... and have a deleterious effect. Radio and T.V. Programmes, which clearly militate against proper educational objectives, will be prevented.... An active movement will be started to the production of children's films of high quality and usefulness".²

Owing to all the above aspects researches, educationalists, and practitioners felt that there is a need and significance of mass media in to day's dynamic world that we all should shift our concentration towards the needs of the people concerning the effect of mass media on different aspects of human life including education and communication.

1.2 Need and Significance of the Study

Progress in education does not always come by the process of adding more teachers more books more courses and more money. Moreover, real improvement can come from original use of human talent, precious time and new methods and variety of mediums.

To day, modern education cannot afford to keep itself aloof from mass media. Rather education finds media of mass communication to be instrumental for bringing about necessary expansion as well as qualitative improvement.

Particularly in developing countries like India, use of mass media is enormously useful for eradication of illiteracy for making education available to all including the deprived class and the remote areas of the country. In short in one-way mass media are useful for equalizing educational opportunities throughout the country and improving quality of education at all stages.

According to the views of some psychologists if the students have more exposure with vividly they can do their studies in a more effective way and this can be possible if the learners have more exposure of mass-media like Radio, Television, Computer, Magazine, Newspaper, Posters etc.

In the present study while going through related studies the investigator did not come across any study concerning effect of mass-media on word power. This interest inspired the present researcher to undertake the present study. There is no doubt that for this purpose there is a need of scanning of related literature for the sound base of investigation to be more particular about the problem.

1.3 Definition of Terms

Before proceeding further in research the investigator should have clear understanding of such important terms. In the present study the researcher has made an attempt to define the term operationally so as to avoid confusion.

What is Mass Media?

The term Mass media it self is very important term. The word 'Mass' represents a large group of objects or subjects. And 'Media' is a kind of medium through which we acquire knowledge and information. It is the magic of media that we acquire knowledge or information in a different ways and owing to this it has different kind of effects on us. The Mass Media, in a way, is a kind of message that we know the meanings of the things around us through it.

In short, Mass Media can be defined as a communicative tool, which is able to communicate to thousands or even millions of people at the same

time. These are called mass media, which can have a very powerful and pleasing effect on the audience and often reflect the particular viewpoint of the media owners.

1.4 Statement of the Problem

All the aspects along with their various effects of Mass media cannot be studied in limited period of time. Hence, one has to be selective and specific about the problem of investigation. Therefore the present study is entitled as "A Study of effect of Mass-media and text-Book on the word powe of the students of class VIII".

1.5 Objectives of the Study

- To know the effect of Mass media and text-book on the word power of the students of class VIII.
- To know the effect of mass media and text-book on the word power of the rural and urban students of class VIII.
- To know the effect of mass media and text book on the word power of boys and girls of class VIII.
- To know the effect of mass media and text book on the word power of English and Gujarati medium students of class VIII.
- To know the source of the words known to the students of class VIII.



1.6 Hypotheses

- There will be no significant difference in the effect of mass- media and text-book on the word power of the students of class VIII.
- There will be no significant difference in the effect of mass media and text book on the word power of rural and urban students of class VIII.
- There will be no significant different in the effect of mass media and text book on the word power of boys and girls of class VIII.
- There will be no significant difference in the effect of mass media and text book on the word power of English and Gujarati medium students of class VIII.

1.7 Delimitation of the Study

To know the effect of mass media on a large scale is a bit difficult task. Besides, the major methodological limitations of the study are that it intends to assess the word power and effect of Mass media and text book through selected list of words. Hence, the investigator has attempted to fulfill the task with certain unavoidable limitations that are listed below:

- The study is confined to a sample of 200 students from 5 schools of Visnagar Block of Mehsana Dstrict in Gujarat.
- The study was conducted on the students of Class-VIII.
- The study is conducted for the dissertation purpose only.
- The students included in the study are only from Non-government schools

1.8 Chapterization

First chapter deals with introductory note, definition of terms used in, need and significance of the study, statement of the problem, and objectives of the study, hypotheses and delimitations of the study.

In chapter second an attempt is made to review the related studies to understand and analyse the efforts that have so far been made to identify the effect of mass media and text book on the word power of the students of class VIII. Chapter third deals with the research design of the study, sample, and population, development of the tool and statistical procedure of the study. Chapter four is concerned with analysis and interpretation of the data. Chapter five reveals, in short the major outcomes, conclusions and suggestions for further studies.