

Block

# 5

## **SOCIAL LINKAGES**

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## **BLOCK-5 SOCIAL LINKAGES**

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This block titled Social Linkages consists of four units.

**Unit-1 Value Development through Social Institutions: Family and Neighbourhood;** discusses the importance of family, which is very crucial in building up a child's personality as the basic values and morality are formed here. It is in the family that the essential capacities for learning, self-confidence and positive social interactions are acquired. The role of family and neighbourhood towards the development of values are analyzed.

**Unit-2 School and Peer** discusses the peer relationships and the school activities that promote value development. The influence of peers whether positive or negative - is of crucial importance in a teen's life. At its best, peers can be the source of positive motivation, success and healthy behavior. On the other hand, negative peers can influence an adolescent to engage in behavior that his/her values, might otherwise reject. For maintaining emotional health, the children need to achieve a balance based on a combination of values required from family, friends, school and peers.

**Unit-3 Role of Parents** discusses the pivotal and undisputed role that parents play in a child's development. Differences in parenting styles result in differences in a myriad of outcomes such as academic achievement, self-esteem, deviant behavior, autonomy, emotional maturity and leadership ability. In this unit the role of parents in value education, the guidelines essential to help the children for developing an all-round personality are discussed.

**Unit-4 'Influence of Media on Value Development'** discusses the impact of media in every aspect of social living. Various forms of media like the print media, electronic media, social media, mass media and traditional media contribute to the value development of children in both positive and negative ways. The importance of media literacy is also highlighted.



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# UNIT 1 VALUE DEVELOPMENT THROUGH SOCIAL INSTITUTIONS: FAMILY AND NEIGHBORHOOD

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## Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Importance of Value Education
- 1.4 Period of Value Development
- 1.5 Socialization: As Process for Value Development
- 1.6 Home: The First Learning Place
  - 1.6.1 Learning Socio-emotional and Cognitive Behaviours
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- 1.8 Role of Neighbourhood and Peers
- 1.9 Let Us Sum Up
- 1.10 Answers to Check Your Progress
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## 1.1 INTRODUCTION

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You must have already gone through the meaning of values as being an integral part of every culture (Units 1 and 2, Block 4). Along with beliefs, they generate and have an impact on the behaviour of an individual. Most of us learned our values - or morals, at home, at school or from our community (neighborhood). Mostly, the values which we follow come from parents, teachers and religious leaders. Now, with the increased involvement of technology in our lives, we are also influenced by the media through what we see and hear on television or on the radio. Whatever the source of our values, they become an important part of our lives as they form the norms/ rules for our behaviour in specific situations. Additionally, through them we identify what should be judged as good or evil.

After observing the ‘moral decay’ in just about every area of lives, our society has to be turned back to the traditional values that guided this nation to greatness. In order to pass these values on to children, three components are essential: caring adults, age-appropriate and purposeful activities, and meaningful roles in the community/ neighborhood. In this unit, we will discuss how the family and community/ neighborhood can play an important role in the development of the values which are appropriate to the developmental stages of individuals.

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## 1.2 OBJECTIVES

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After going through this unit, you should be able to:

- discuss the importance of value education;
- describe the stages of value development;
- explain the importance of socialization as a process of value development;
- analyze the role of family in value development; and
- analyze the role of neighbourhood and peers in value development

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## 1.3 IMPORTANCE OF VALUE EDUCATION

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The fact that all good education is, in essence, a process of developing the human personality in all its dimensions — intellectual, physical, social ethical and moral, is undisputed and universally accepted. Good education is inconceivable if it fails to inculcate values essential to good life and social well being. Great thinkers in every period of recorded history of mankind have devoted much attention to understanding the significance of character and values in life and the role of various agencies of education in promoting these values in young people.

Values are the standards that group members share, by which they whether an action or even an object as good, right and lawful. They originate in the socio-cultural milieu of a social system and thus they are governed by the standards of the society. It is due to this reason the values of one social group differ from that of another.

Value Education, as the term is generally used, refers to a wide gamut of learning and activities ranging from training in physical health, mental hygiene, etiquette and manners, appropriate social behaviour, civic rights and duties to aesthetic and even religious training.

Value Education, according to one more view, is essentially a matter of educating the feelings and emotions. It is the ‘training of the heart’ and consists in developing the right feelings and emotions. It does not involve any cognitive abilities that can be trained. Like poetry, it is ‘caught’ rather than taught. It is essentially a matter of creating the right atmosphere, imitation and learning by example, communion with nature or modelling oneself after an ideal

To some, value education is simply a matter of developing appropriate behaviour and habits involving inculcation of certain virtues and habits. In opposition to such a view, it is pointed out that value education has an essentially cognitive component in it and that this should not be ignored. Actually the ability to make moral judgement based on sound reasoning is a very important aim of value education and has to be deliberately cultivated. Value education is important to help everyone in improving the value system that he/she holds and put it to use. Once, all have understood their values in life, they can examine and control the various choices they make in their life. One has to frequently uphold the various types of values in his life such as cultural values, universal values, personal values and social values. Education is a methodical effort towards learning basic facts about humanity. The core idea behind value education is to cultivate essential values in the students so that the civilization

that teaches us to manage complexities can be sustained and further developed. It begins at home and it is continued in schools. Everyone accepts certain things in his/her life through various media like society or government.

Value education is important to help everyone in improving the value system that he/she holds and to put it to use. Once we understand our values in life, we can examine and control the various choices we make in our lives. It is our duty to uphold the various types of values in life such as cultural values, universal values, personal values and social values. Thus, value education is always essential to shape a student's life and to give an opportunity of performing on the global stage. The need for value education among the parents, children, teachers etc, is constantly increasing as we continue to witness increasing violent activities, behavioural disorder and lack of unity in society.

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## 1.4 PERIOD OF VALUE DEVELOPMENT

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We all know that we are not born with values, so how do we develop our values? We can say that the values are acquired by us from our immediate environment i.e. from our families, neighbours, our peers etc. A society is formed through a plurality of shared norms, customs, values, traditions, social roles, symbols and languages and an individual has to acquire them in order to maintain social and cultural continuity with the society. The process through which this can be achieved is known as socialization. It provides individuals with the skills and habits necessary for participating within their society and it takes place through formal education in schools, through non-formal programmes, or through informal education such as family upbringing. During this process, values are developed as we grow. The various periods of this development, as per Sociologist Morris Massey, can be divided into three major periods which are as follows:

### (a) The Imprint Period

This period starts from the time of birth to the age of seven. During this period, Morris Massey has described individuals as being like sponges, which absorb everything around them. According to him, an individual accepts everything as truth, especially when it comes from parents. Sometimes, the confusion and blind belief which is developed during this period can also lead to the early formation of trauma and other deep problems.

The important point here is to learn a sense of right and wrong, good and bad. This is a human construction which we nevertheless often assume would exist even if we were not here. This is an indication of how deeply imprinted this construct becomes.

### (b) The Modelling Period

This period lies between the ages of eight and thirteen. During this time, the individuals copy others, often parents, but also other people like teachers, film stars, sportspeople and so on. At this stage, one tries to experiment and sometimes also gets influenced by new ideas.

### (c) The Socialization Period

This period lies between the ages of thirteen and twenty one. We all understand

that this is a stage which is largely influenced by the peer group. We prefer people who seem more like us in terms of attitude, behaviour and perception.

**Check Your Progress 1**

1. Discuss the importance of value education (40 words).  
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2. Which according to you is the most important stage of value development? (40 words)  
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## 1.5 SOCIALIZATION: AS PROCESS FOR VALUE DEVELOPMENT

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You have learned in Unit 1 Block 2 that socialization is a process of inheriting norms and cultures of the society. It may provide the individual with the skills and habits necessary for participating within their own societies. A society itself is formed through a plurality of shared norms, customs, values, traditions, social roles, symbols and languages. Since the values originate in the socio cultural environment of the society, they are governed by the standards and norms of that particular society. Therefore, you may observe that each social system has a different value system which differentiates one social group from another.

Ely Chinoy in his standard textbook on sociology says that socialization serves two major functions:

1. On the one hand, it prepares the individual for the roles he has to play, providing him with the necessary repertoire of habits, beliefs, values, appropriate patterns of emotional response, modes of perception and requisite skills and knowledge.
2. On the other hand by communicating the contents of culture from one generation to the other, it provides for its persistence and continuity.

In the process of socialization, both the norms (which are obligatory in nature) and values are internalized by the group members of the society. The process of socialization starts from an individual's birth and goes on till his/her death. It is thus a continuous process. In other words, we can say that socialization results in internalization of those values which are symbolic of a culture at that point of time. It is clear now that development of values is an intrinsic process which is influenced by the socialization process. Hence you can now deduce that values are fundamentally social in origin and in their manifestation. The more complex the society becomes, the greater will be the need for values to be operative.

For example, in today's society we find that the entire social fabric is characterized by violence, corruption, selfishness etc. Therefore it is essential that as mentors or

teachers we should emphasize values like tolerance, brotherhood and so on. Since values serve the basis for judgment, choice or rejection and these values systems are in turn, influenced by the social and cultural base of the society, hence they are developed positively. The most important agents of socialization in the society are the groups that influence our behaviour and attitudes. These groups include:

- The Family which is responsible for determining one's attitudes toward religion and career goals;
- The School which is the agency responsible for socializing groups of young people in particular skills and values in society;
- Peer Groups; and
- Mass Media.

The values are acquired with the help of experiences which an individual gains in the social institutions (school, family), from peers, through media.

We shall now discuss the impact of these social institutions in value development.

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## **1.6 HOME: THE FIRST LEARNING PLACE**

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The family is the basic social unit of the society and whatever we learn from our family becomes our value system, forms our perceptions and basis of actions. Since an individual is known by his or her actions; therefore the most important role of family is to give proper identity.

The family/ home environment influences the individual's learning throughout life and the kind of experiences (pleasant and unpleasant) shape a child's personality. A sense of security is a basic pre-requisite to all development including learning. Children desire a conducive environment at home. During early years, the social and emotional environment of home becomes a critical factor in influencing the individual's course of learning and development. Some of the basic strategies and styles of learning in fact begin to be moulded even before the child goes to a formal school. The informal learning endeavours that children engaged at home and in the surrounding community set the tone for their learning explorations in later life.

### **1.6.1 Learning Socio- Emotional and Cognitive Behaviors**

Children learn many of the socio emotional and cognitive behaviors through observing and imitating people who are significant to them, such as parents. Children often imbibe their parents' fears, biases and values from their parents. Therefore, it is important that parents set an example to their children through their behavior rather than by preaching to them about what to do and what not to do.

Value systems arise within various socialization structures. Symbolic values are transmitted in a cultural process by agencies of socialization like the family, the peers, and the media. Parents are the main agency of socialization and the theory of symbolic values shows how altruistic parents socialize their children in various contexts.

### **1.6.2 Influence of Social and Emotional Experiences**

Any kind of learning process is influenced by the social and emotional experiences and characteristics of the environment. The nature and quality of emotional experiences,

the sense of security and belongingness at home and in the immediate surrounding affect the value system of an individual. If children grow as secure individuals, they learn to trust people around them. The attachments children form with parents and siblings last a lifetime, they serve as models for emotional relationships and learning explorations in the neighbourhood and society. At home, they understand the importance of physical surroundings and acquire the necessary coping skills and social norms of personal and group behaviour. They learn how to respect family, community and other social groups, how to adjust to others and live together, how to listen, how to give and take, how to forgive, how to appreciate others, and how to think for themselves.

Within the family, individuals also acquire their first notions about the importance of discipline and learn important lessons in compliance and co-operation that provide opportunities to take the perspectives of others into account.

### 1.6.3 Quality of the Home Environment

The quality of the home environment during this period is more influential and lasting than in any other phase of life. Gradually, as individuals learn to be independent and begin to explore the world of objects and people outside home, individual differences begin to emerge. They start having their own view points about right and wrong and learn to differentiate between good and bad. The basic grounding of the values such as tolerance and respect for the rights and wishes of other, secular ideals depends upon the quality of the home environment or family.

For example, altruism meaning ‘giving to another at cost to oneself’, is a value which is generally developed in the children whose parents are nurturing and supportive, exhibit altruism, highlight the effects of actions on others, use induction, establish clear expectations for mature behaviour and create opportunities for their children to manifest responsibility for others. Research shows that parents of altruistic children tend to moralize, i.e., lecture about right and wrong. Thus, the family is the single most important channel through which values considered conducive to the individual and social good could be cultivated.

#### Check Your Progress 2

1. What is importance of socialization process in value development? (40 words)

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2. How does home influences the values of the child? (40 words)

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### 1.6.4 Value Development at Home

The inculcation of values is a difficult task as it involves developing sensitivity to values, ability to choose right values and internalize them. If you analyse the source

of values inculcation, then you will find that it lies in interactive behaviour either between parent/significant others with an individual or between peers and individuals. The earliest conception about what is right and what is wrong, good or bad, is formed in terms of rules and expectations of elders, particularly the parents, referring to specific acts and situations.

Parents are the primary social agents who transmit personal and social values to their children. It is well known that the behaviour of others constitutes a powerful influence on the way children act.

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## 1.7 BEHAVIOUR: IMPACT ON VALUE DEVELOPMENT

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The behaviours which can impact the values of an individual can be inculcated by the following processes:

- Parents' use of induction,
- expression of nurturance and support,
- demand and limit setting,
- modelling of socio-moral behaviour, and
- Implementation of a democratic open family discussion and conflict resolution style are positively related to the "building blocks" of morality.

Let us now discuss the different ways through which values could be developed at home:

### (a) Induction

According to Berkowitz & Grych (1998), induction is considered the single most powerful parental influence on children's moral development. Hoffman (2001) explains that induction involves the use of explanations or reasoning with a child in order to convey parental standards. It also involves a request for the child to act accordingly and emphasizes consequences for the child's behaviour (both for the child and the other). Perhaps this is so powerful because it engages the child's understanding of the reasons for choosing a particular behaviour, while at the same time showing them the impact of their behaviour on someone else.

Thus, it directly addresses and connects the cognitive (moral reasoning) and affective (empathy) aspects of moral functioning, and helps children to internalize standards for moral behaviour. For example to have maximum impact they need to know the values and beliefs that lie behind i.e. We teach, *directly*, by telling. We need not only practice what we preach, but we also need to preach what we practice.

It also spurs children's perspective-taking abilities by focusing on how others might feel or think in a given situation. There are many opportunities to employ induction. One of the most obvious is in the context of discipline. When children disobey, parents have the opportunity to teach their children about what is right and wrong, and more importantly, *why* certain behaviours are preferable to other behaviours.

When the parents speak to a child about behaviour, it is also important that their messages be just slightly (and not much) above the child's level of reasoning. It is

also important for parents to pay attention to the domain in which they are working with children. Authoritarian parents are likely to moralize issues that are social or personal in nature, while permissive parents may have extremely broad boundaries that leave even moral issues up to the child's discretion. A more appropriate style of parenting draws clear boundaries between the moral, social-conventional, and personal. Negotiation may be permitted, but without the realm of the personal and conventional (Smetana, 1999).

**b) By Providing Nurturing and Support**

Another element of value development at home is the parenting style adopted at the home. The parenting style could be of three types: autocratic, authoritative and permissive. According to Baumrind (1980), maladaptive moral-emotional patterns are prevented in the authoritative type of parenting because it fosters social sensitivity, self-awareness, and respect for rules and authority. Hence, in authoritative families, there is warm, mutually positive basis for interaction. It promotes the development of conscience and moral reasoning in children, which is important for value development.

One effect of warm and responsive parenting is communication of the idea that the child is valuable and worthy of such treatment which helps to develop a positive self-concept. This results in the development of an individual who gives respect to others' ideas and considers that it is wrong to do something that is hurtful to another.

**c) Through Modelling**

The social learning theory suggests that we learn through social experiences and our behavior and actions result from what we model from others. Thus, modeling is basically imitation of the behavior which is followed by the family members. When a child is provided with models that behave morally that child is prone to adopt the observed actions. When children closely observe their parents' interactions with each other, with family members, and with people more generally, from such observations they learn a great deal about how to treat others. As parents can model respect and compassion toward others, so may they equally model behavior that is harmful or abusive. For example, the children of parents who resolve disagreements through aggression or by disrespecting others also tend to adopt the same values. Although children may not imitate the specific behaviors they observe, their beliefs and attitudes about how to treat other people may well be shaped by such family experiences.

Therefore, it is essential to demonstrate appropriate behaviors, describing them clearly, and answering children's questions candidly. Similarly, pro-social behaviors such as those involving everything from sharing with their children to discussing contributions to charities, teach children that they should treat others with respect. Parental modeling can be a powerful influence on the development of the child. Parents should be careful about their own behaviour in family interactions and social relations. The child will not be able to share feelings with others unless relationships between the two parents and parent and child are secure. Moreover parents cannot tell their children to have good interpersonal relations with other people unless their own relations with others are sincerely established.

**d) Through Democratic Family Decision-making**

As children grow older parents should provide them opportunities to exchange viewpoints and attitudes on various moral and social issues. They should also allow

children to participate in family decision making. Parent-child verbal interaction, such as discussing, arguing, or planning are other ways to help social development. In traditional families, children are generally taught to obey and pay respect to parents and older adults. The opportunity to exchange opinions and attitudes with them is unlikely. It is important that the family must respect children's voices as meaningful contributions to family discussions, decisions, and conflict resolution processes. The children should be let known that their voices are valued and provide affective support for their participation in family discussions. This approach requires parents to respect children by considering their point of view. It:

- teaches the child to think of others' needs as well as their own;
- provides necessary practice in the skills of conflict resolution, which is important for better human relationships;
- helps in achieving mutual understanding of the nature of and perspectives on the problem and
- and in solving the problem.

The surest ways to develop positive values is to teach by example.

#### **e) By Helping Children Develop Good Reading Habits**

Children can learn a great deal about the social world through reading books, listening to radio and watching television or films. For example, books about home and family, urban and rural lives, occupation and people in different cultures and nationalities, success stories of people, a kind man or a woman, all convey important facts and ideas about life in the social world that would be difficult for children to experience directly.

#### **f) Through Significant Identification**

Identification is a process that leads an individual to think, feel, and behave as though he/she possessed the characteristics of the significant other person called the 'model of identification.' In fact, identification is the basic process through which children learn moral standards and behaviours. Children constantly want to feel similar to their parents; this identification with a stronger parent may be an important source of security for a young child. Most parents display some beliefs about the characteristics they would like to see in their children and the child rearing methods they would use to attain them. It is in this context, that parental warmth is regarded as an important element of the socialization process for several reasons. First, the child would like to have the parent's approval and will feel distressed at the prospect of the loss of love or a warm parent. Second, it is easy to teach the child to internalise social rules and identify with a warm and nurturing parent. Third, warmth and nurturance by parents are found associated with security, low anxiety and high self esteem in the child. Child rearing practices are found to make significant contribution to the development of values. The parent who talks and reasons with the child about his/her misbehaviour is likely to provide the child with a clear understanding of what he/she did wrong. Value development in children is facilitated if the parents' own values are not overtly rigid.

**Check Your Progress 3**

1. List the different ways through which values could be developed at home. (40 words)

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2. Explain modelling as a process. (40 words)

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## **1.8 ROLE OF NEIGHBOURHOOD AND PEERS**

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You know that as individuals grow older, their social world expands. They begin to look outside their homes and toward other individuals in their neighbourhood as their companions for play and for sharing their mental thoughts. The neighborhood is where individuals spend most of their time besides their homes and schools. The concept of neighbourhood has both physical and social meanings. But the social meaning is more important, as it is characterized by the social similarities of individuals. With change in their interests comes an increasing desire to be with and be accepted by peers outside home. Becoming socialized is one of the major developmental tasks. Children become members of their peer groups, which gradually reduces the family influence on their attitudes and behaviour.

It is seen that generally the traditions, customs, norms of relationships and interpersonal interactions which are prevalent in the community significantly influence the various practices and the interaction patterns between parents and children at home. Therefore, the physical, psychosocial and cultural characteristics of the community context in which the child is growing has a major influence on the value development of the child after home. The neighborhood is a place where there is a strong social disapproval for anti- social conduct, and thus it acts as a check against indulging in those activities which are detrimental to social well being.

As compared to the schools and non-formal education programmes, the neighborhood is much less structured. Compared to the family, it is more public; but for the social development of individuals, its potentiality for the exploration and understanding of the “I–other” relations should not be underestimated. Unlike homes and schools, which are highly controlled sites, neighborhoods are much less restrictive on behaviors. Thus, whether neighborhoods are sites of opportunities for exploration and discovery or danger zones for indulgence depend very much on the kind of activities that individuals participate in. This in turn, depends on the kind of peers that they choose to keep. For the purpose of moral education, the neighborhood can be a site where “respect for others” is the norm if appropriate activities can be arranged by increasing their participation in community service.

The neighborhood is as vital a source of value development as family is. The social groups which are the part of the neighborhood, such as gangs and peer groups

also influence the individual in terms of development of positive values. The peer group as defined by Havighurst (1942) is an aggregation of people of approximately the same age who feel and act together. Children learn to redirect their egocentric interests into channels that promote the group's interest and thus move towards other centeredness.

Peer interactions in general, and peer conflicts and arguments in particular, are the necessary conditions to learn to accept other's point of view. In the course of such interactions, the child is forced to examine his/her own contentions. Therefore, experiences with peers are needed to teach the child to consider other perspectives. As role taking abilities emerge, the child engages in reciprocal social behaviour such as cooperation and discussion with others. Piaget suggested a bi-directional causal relationship: peer interaction is a necessary factor for the development of the role taking skills. The greater an individual's participation in a social group, the more opportunities one has for the social perspectives of others.

Thus, peer relationships undoubtedly play a meaningful part in the development of social values in children. A child with good social values is likely to be popular among the peers due to having higher social competence in several areas such as leadership, and ability to get along with others. According to developmental and social psychologists, social perspective is the central mechanism a child has for acquiring the ability to understand its own behaviour from the other's point of view. This ability conveys to the child the need to recognise that others' thoughts and feelings may be different from oneself. He or she must learn to take into consideration to internalize, others' view points. This enables him or her to restructure the way he or she perceives and feels about a particular issue. Once the child develops this skill, he or she can communicate more accurately with other people in different social situations.

Social perspective-taking skill is a prerequisite for desirable social cognitions such as moral reasoning and problem-solving and social behaviours such as better peer interaction and behavioural adjustment. As discussed earlier, parents can promote social perspective-taking. The warm, affectionate and nurturing relationship between the parents and the child makes the child feel secure and comfortable, and thus reduces the feeling of self-concern, fear or dislike, while making him or her aware of others' thoughts and feelings.

Individuals who get more opportunities to take up social roles and responsibilities, for example, their engagement in work and community activities (e.g., community service, extracurricular) and their increased exposure to socially regulated behaviors (e.g., driving, smoking, alcohol, joining the military) are helped in taking moral decisions.. The media (e.g., internet, magazines, film) access and literacy level among many adolescents provide additional unique and significant socializing experiences that cannot be underestimated. Not only do adolescents have access to novel moral information but they are also capable of promoting their moral beliefs and actions to others.

The significance of peer relationships has also been identified by Piaget. According to him, an individual gains a better understanding of fairness and justice after having constant interactions with the fellow beings. Peer interactions provide opportunities for pro-social behaviors based on the principle of reciprocity and open discussions. Furthermore, these interactions with the peers provide opportunities to individuals

for gaining understanding about their own moral selves through comparing with others of the same level. Peers are also an important source of feedback which can help in either fostering or diminishing pro-social behaviors. Thus, a positive feedback provides a strong basis for the development of the positive values among individuals.

Thus, you can now deduce that neighborhood and quality of peer relationship determine the kind of values an individual will carry forward in his/her life.

**Check Your Progress 4**

1. How is value development different through neighbourhood than home?

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2. What is importance of peer relationship in value development?

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**1.9 LET US SUM UP**

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In this unit, we have discussed that values are an integral part of every culture. Along with beliefs they generate they also have an impact on the behaviour of individuals. Most of us learned our values at home, school or from our community (neighborhood). Mostly, the values which we follow are learned from parents, teachers and religious leaders. The development of values follows three stages i.e. imprint, modelling and socialization. Parents are the primary social agents who transmit personal and social values to their children.

It is well known that the behaviour of others constitutes a powerful influence on the way children act. These behaviours which can impact the values of an individual can be inculcated by following processes: Parents’ use of induction, expression of nurturance and support, use of demanding and limit setting, modelling of socio-moral behaviour and implementation of a democratic open family discussion and conflict resolution style are positively related to the “building blocks” of morality. We have also discussed how family and neighbourhood influence the development of values among the individual.

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**1.10 ANSWERS TO CHECK YOUR PROGRESS**

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**Check Your Progress 1**

1. Value education is important to help everyone in improving the value system that he/she holds and put them to use. Once, we understand our values in life, we can examine and control the various choices we make in our lives.

## 2. Socialisation stage

### Check Your Progress 2

1. Socialization is a process of inheriting norms and culture of the society. It may provide individuals with the skills and habits necessary for participating within their own society; a society itself is formed through a plurality of shared norms, customs, values, traditions, social roles, symbols and languages.
2. The basic grounding of the values such as tolerance and respect for the rights and wishes of other, secular ideals depends upon the quality of the home environment or family.

### Check Your Progress 3

1. Through modelling, induction developing good study habits, through identification.
2. Modelling is process of learning where an individual learn through social experiences and our behaviour and actions result from what we model from others.

### Check Your Progress 4

1. Through the neighborhood, the traditions, customs, norms of relationships and inter-personal interactions are learnt whereas in family the interaction is limited to the family norms, customs etc.
2. Through peer interactions, an individual gains a better understanding of fairness and justice, and also gets opportunities for applying pro social behaviors, principle of reciprocity and open discussions.

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## UNIT 2 SCHOOL AND PEER

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### Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Peer
  - 2.3.1 Who are the Peers?
  - 2.3.2 Peer Evolution
  - 2.3.3 Peer Relationships
  - 2.3.4 Peer Influence and Peer Pressure
  - 2.3.5 Peer Groups and Their Influence
  - 2.3.6 Value Development through Peers
- 2.4 Inculcation of Values through School and Peers
  - 2.4.1 Peer Leader Programme
  - 2.4.2 Collaborative Learning Practices
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- 2.5 Other Initiatives–Peer Learning through Activities
  - 2.5.1 Developing Self Esteem and Instilling Self Confidence
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  - 2.5.3 Helping Kids Make and Stand Up for Good Choices
  - 2.5.4 Teaching Forethought
  - 2.5.5 Learning to Weigh Decisions
- 2.6 Let Us Sum Up
- 2.7 Answers to Check Your Progress
- 2.8 References

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### 2.1 INTRODUCTION

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Man is a social animal and needs the company and society of others. In unit one of this course, you have learned that socialization results from a variety of interactions and social encounters.

As children grow older, their social world also expands. They start to look outside their home towards other children from their neighborhood and school for companionship. To be socialized is one of the main developmental tasks of this period. Children become members of a ‘peer group’ which gradually reduces the family influence on their attitudes, thinking and behaviour. Peer relationships play an important role in shaping the behaviour of children. Children tend to think and behave like others of their same age group, class, or friend circle and wish to ‘fit in.’

You also learned that for maintaining emotional health, children need to achieve a balance that helps them make decisions based on a combination of values - values

learnt from family, values derived from thinking independently and values imbibed from friends and other role models.

Providing clear but fair value systems, setting positive model patterns of behaviour and encouraging formation of peer groups that engage in positive academic, athletic, artistic and social activities are ways in which families and schools can make peer pressure a positive force. In this unit, we shall highlight the importance of inculcation of values through school and peers.

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## 2.2 OBJECTIVES

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After studying this unit, you will be able to:

- discuss the importance of peer relationships;
- discuss peer pressure and its influence on individual child;
- explain why the opinion of peer groups is important;
- describe how school and peer can help in value development; and
- discuss how peer learning takes place through various activities

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## 2.3 PEER

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The term ‘peer’ in our context means a person who is equal to another in abilities, qualifications, age, background, and social status.

### 2.3.1 Who are the Peers?

Peers are individuals with whom we identify ourselves. Our peers are our friends and those people close to us with whom we spend most of our time and share common interests and feelings. Peers are our like-minded friends and companions. As we grow older and become more independent, our peers play a greater role in our lives, even more than our parents and siblings. They are like our extended family. Among peers there can be friendship and acceptance. We can share anything with them which in turn, help us in building bonds.

### 2.3.2 Peer Evolution

As the first year of life continues, children become increasingly sociable. The touches, smiles, babbles, and gestures are much more coordinated. Children begin to play with toys together. During the second year of life children’s interactions increase, with 2-year-olds often chasing each other around and playing together with toys, By 2 years of age, and certainly by 3, children clearly prefer some children over others. That is they begin to have friends.

Peer relations develop a great deal during the preschool-age years. During the elementary-school years, peer interactions become even more complex; the games children play with peers also are more sophisticated. Children spend a lot of time talking with their friends, exploring ideas with those with similar interests. During the grade-school years, children spend time with the children they want to be with, rather than spending time with the children who happen to live next door. Physical

fighting and quarrels decrease during the elementary years; sharing and helping increase.

The intensity of friendships and the importance of them also increase with the onset of adolescence. Adolescents often are part of a 5- to 10-person peer group called a clique, which is important to them. For example, some typical crowds found in high schools may be identified as the jocks, the brains, the druggies, and the nerds.

Peer interactions and friendships clearly progress from infancy to adolescence. With increasing age, interactions are more complex and more decidedly social. Teens participate in hierarchies of relationships, being members of crowds who share lifestyles and general interests as well as part of cliques who are closer friends.

### 2.3.3 Peer Relationships

Peer relationships play an important and formative role in the development of social skills in children. Children learn to redirect their ego-centric interests into avenues that promote the peer group's interests and so move from self- to other- centeredness. Peer interactions as well as peer conflicts are necessary conditions in which a child learns to accept the point of view of another. In the course of such interactions, the child learns to examine his/her own contentions. This experience with the peer group is needed to break down the ego centrism of the child and make him consider viewpoints other than his own. As children become adept in role-taking abilities, they begin to engage in social behaviour which involves others such as team work, co-operation, discussion and planning with others. Peer interaction is a necessary factor for the development of role taking skills. The greater the participation of a child in a social group, the more developed are his social skills and the more likely he/she is to be popular among his peers.

Peer relationships play a meaningful role in the social skills of children. Peer interactions and friendships clearly progress from infancy to adolescence. With increasing age, interactions are more complex and more decidedly social. Although even very young children have friends versus acquaintances, the distinction between a close friend and a member of the larger crowd becomes more salient with increasing age. Adolescents explore who they are, what they want to be, what they think, and how they want to live. Children who have higher social competence in areas as leadership skills have the ability to get along well with others. By allowing children to interact with children of their own age group, we help them to build good social relations with their peers.

This Social Interaction is a mechanism by which a child begins to understand his own behaviour from the point of view of others. This helps the child to recognize that the thoughts and feelings of others may be different from his own. He learns to take in and accept others' points of view. This helps the child to understand the way he/she perceives and feels about a particular issue. Once the child develops this skill, he can communicate more effectively with other people in different social situations. These 'social perspective' skills are necessary for desirable social cognitions such as moral reasoning, problem solving, thinking and better social behaviour i.e. better peer interaction and adjustment with peers.

### 2.3.4 Peer Pressure

Do you remember the time when you were young? When you wanted to do exactly as your friends from the same age group did? You wanted the same toy, or bicycle,

wanted to dress the way they dressed. To put it simply, that is what is meant by peer influence. Peer pressure is the direct or indirect pressure exerted by an individual's peer group which can bring about changes in that individual's attitude or behavior to fit into that group.

It is natural for all individuals to identify with, and compare themselves to the people with whom they interact. In the process they influence and get influenced by each other. Friends influence us in many ways – the way we dress, think, take decisions, buy things etc.

The level of peer influence generally increases as children grow and as the need to conform grows – before they truly form an adult identity. The resistance to peer influence declines as children gain independence from the family. Pre-school children tend to be the least aware of peer pressure and are the least influenced by the need to conform. However, with more social interactions outside the home and more awareness of others, the influence of peer increases and the peer influence is higher. The problem arises when this influence gets transformed into peer pressure.

Peer Pressure occurs when an individual experiences implied or expressed persuasion to adopt similar values, beliefs and goals or to participate in the same activities as those in the peer group.

Peer Pressure exists for all ages – A six year old boy insists that his mother takes him to the toy shop immediately, to buy him the latest toy or gadget or the sports bike because 'his friends' have it. When the mother says 'No' he has a temper tantrum. A ten year old girl wears a dress once to a party and then refuses to wear it again because 'her friends' made fun of it or it is not fashionable. Teenage boys do work out in gyms to have a 'perfect body' like the school heroes and girls starve themselves to look like the most attractive girl at school. They do it to conform.

Peer pressure peaks during adolescence, but it never entirely disappears. Even adults feel the pressure to conform in order to belong to a desired group and this can be in the place of work, neighborhood or even in the family. As adults we can find a rational balance between accepting group beliefs and holding on to our own individuality. But pre-teens and teenagers face many challenges related to conformity and peer pressure. They are pulled in two different directions – the desire to be seen as an individual and the desire to belong to a group where they feel secure and accepted. The result is that often children, especially teens, ignore the views of family and society in general, and feel pressure to conform to the values of their peer group. An example of this is when young people join gangs. To belong to the gang, they must adhere to the gang's own style of dressing, behavior and speech. Only then will they fit in. While children are involved in this process of fitting in with their peer groups, they fail to see the consequences of giving in to peer pressure.

### **2.3.5 Peer Groups and Their Influence**

The peer group as defined by Webster's Dictionary means 'Contemporaries of the same status.' An extended definition of the term is: "A Peer Group is a group of people of approximately the same age, social status and interest". Peer groups exert a powerful influence on growing children specially adolescents. No matter how foolish it may seem to grownups, belonging to a group is something very important and significant to a child. Peer groups are a place where children feel

accepted, where they can act themselves, feel good about themselves – their self esteem is enhanced. It is commonly seen that life for children becomes simpler when they conform to the values of their peer groups. Young people naturally gravitate towards other young people with the same problems and in the same situations as themselves and where they feel they will be understood and accepted. There is a very strong need to satisfy that thirst - the need for acceptance. The feeling of ‘belongingness’ is a very powerful force that can outweigh ties to family, school, society or community.

Some other characteristics which peer groups offer apart from feeling of belongingness and not being alone or socially isolated are:

- A strong belief structure
- A clear system of rules
- Communication and discussion about taboo subjects such as drugs, sex, smoking, etc.

### 2.3.6 Value Development through Peers

There is a common perception that peer pressure is the reason for all negative behaviour in children, especially adolescents. However, peers are necessary and crucial for successful all round development. The peer group is a source of affection, sympathy and understanding; a place for experimentation and a supportive setting for achieving the two primary developmental tasks of children. Firstly, finding one’s identity to the question “who am I?” and secondly, discovering one’s self as a separate and independent entity from parents. While young people often find these needs being met within the family, the peer group provides unique and different opportunities to meet these needs. The peer group encourages autonomy, mutuality, and experimentation with self guided roles. The ability to make and keep friends is one of the most powerful indications of successful, positive peer group interactions.

As children spend much of their time away from home, whether at school, or social events, they find security in the approval of their peers. This desire to be accepted by their peers is perhaps a strong motivating force especially during adolescence and it is for this reason that peer pressure sometimes compels adolescents to engage in high risk and daredevil stunts. The period of greatest risk is when adolescents enter high school. Just as their self-esteem drops (especially in girls) and their daily pressure increases, they are introduced to older peer groups who engage in new activities.

Peer pressure can be positive if the peers help in changing the person for the better. Peers can be a positive influence and can help in imbibing values and build a strong character. The most visible influence is in the domain of academic achievements. Several studies have confirmed the research findings that the values of the peer group with whom the high school student spends the most time are a stronger factor in the student’s level of academic success as compared to the values, attitudes and support provided by their family. Researchers have found that students whose families were not very supportive, but who spent time with a peer group that was academically oriented, got good grades. In contrast those students whose families gave stress on academics, but who spent time with peers whose interest or orientation was not towards high academic achievements, performed less well. It is clear that if

students group together in study groups that provided academic and social focus, they will be high academic achievers. Even in schools the most effective lessons learnt are from one's peers.

**Check Your Progress 1**

1. What is the role of peers?  
.....  
.....

2. What is a peer group?  
.....  
.....

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## 2.4 INCULCATION OF VALUES THROUGH SCHOOL AND PEERS

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Seshadri (1981) goes on to acknowledge that “the atmosphere of the school and the personality of the teacher cast a great influence on the children. It would be indeed farcical to attempt to inculcate values in a school setting which conspicuously exhibits the lack of these values. The teacher himself cannot impart it if he lacks a faith in such values.” Apart from home, schools are the important place where children learn values naturally through activities and through their daily normal interactions with their peers. And next to the parents, the teachers have an important and effective role in the inculcation of values amongst children. The behavior of the teacher therefore becomes important, for actions speak louder than words. The teacher must cultivate in the child the quality of sincerity of purpose in whatever the child undertakes. The teacher should not treat the child harshly for the undesirable impulses and habits, when a child commits a mistake mine must see that he confesses it to the teacher spontaneously, and he should be made to understand his mistake with kindness. The school must therefore be able to stimulate an atmosphere which will encourage interpersonal and community life. The principles that should govern the schools may be summarized as under.

- The school should be a warm, friendly and purposeful community of which every child can feel that he is a valued member who has something to contribute.
- It should try to reach a common ethos which the staff and the students have worked out.
- The children should have the opportunity of participating in all activities in small groups.
- The school should encourage a sense of responsibility at all levels- responsibility of actions, of contribution to the life of the school, of helping one another, and of solving the problems of the community.

- The curriculum should be designed to draw on the curiosity and creative powers of the children.
- The school should maintain a system of guidance and counseling.
- The school can introduce the child to look on himself and on the life that he might otherwise not gain. A child must have the right to learn from peers, books, teachers, other parents, outside experts and so on, in a school setting.

The school through its various activities, particularly the school assembly should stress the themes of Courage, Achievement, Love, Compassion, Wonder, Imagination, Joy, Tragedy, Endurance, Hope, Responsibility, Humanitarian Endeavour and the challenge and mystery of existence. The assembly should reinforce the values of the students. There are many ways in which schools can encourage formation of positive peer groups and conduct activities where children can imbibe values in the following ways.

#### **2.4.1 Peer Leader Programme**

In the peer leader programme, some students are chosen as peer leaders. Peer leaders are trained to participate in counseling, support groups, drug or violence prevention programmes and other such community programmes where students act as positive role models for other students.

#### **2.4.2 Collaborative Learning Practices**

Collaborative Learning Practices involve peer mentoring and tutoring programmes where student leaders volunteer to work as mentors to other students or student groups. They are involved in helping academically low achievers in their studies in improving their scores. Some even volunteer to teach students some skills which they have acquired. Student leaders are trained in understanding and empathizing with others, setting goals or achievable targets, problem identification and problem solving while making decisions and above all communication skills in order to lead, coach and support other students and be good role models.

#### **2.4.3 Youth Organizations**

Youth Clubs or Organizations which carry out many healthy activities like cultural programmes, stage plays and dramas, organize charity shows, health camps and so on. Conservation Drives are a good activity where children can participate in a peer group and learn to become responsible citizens. It also gives a chance to the student to show his hitherto latent skills be they music, drama, or organization skills to his peers whose appreciation and recognition is very important to him.

#### **2.4.4 Sports Clubs**

Positive Peer Pressure can make a student feel like joining a sports club in case a group he admires is doing it. Sportsman spirit, building a healthy body and learning to handle failure and success equally, working as teams (team spirit) are important values he can learn in the company of his peers.

**Check Your Progress 2**

1. What is Peer Pressure?  
.....  
.....
2. How do peers help us in performing well academically?  
.....  
.....
3. How can school encourage inculcation of values through peers?  
.....  
.....

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## 2.5 OTHER INITIATIVES - PEER LEARNING THROUGH ACTIVITIES

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A strong peer group can facilitate the teacher in teaching the kids not only what is right and not right, but also how to consider the consequences and to critically weigh their decisions.

### 2.5.1 Developing Self Esteem and Instilling Self Confidence

One of the best things that teachers can do is develop self esteem and instill self confidence in the children. Self Esteem is the confidence and satisfaction one has in oneself. It is a measure of how much one likes, accepts and respects himself/herself as a person. A person who has high self esteem is able to deal with criticisms, failures and difficulties bravely. With high self esteem comes self confidence.

Self-confidence comes from being able to make the right choices. Children are able to make a choice based on what they know is right and stick to their decision even in the face of peer opposition.

### 2.5.2 Recognizing Positive Personality Traits

In schools, recognition is given to children excelling in academics, sports or co-curricular activities, but recognition and prizes should also be given for positive personality traits in students. This can be done as a peer group activity.

Students know their peers even better than teachers do. They have remarkable insights into each other’s character and often the teacher gets to know a student’s traits through other fellow students.

To encourage desirability of good qualities and to help students get rid of their bad qualities the following activity can be carried out:

**Activity: 1**

The teacher can select any three or four good personality traits and discuss the characteristics of each of these traits with the students. Students can be asked to vote who is the most disciplined, most honest, most helpful, most friendly among their classmates. Students getting the highest number of votes are awarded certificates. This is a good activity for learning values through peers by peers! Students can be asked to write one/two good traits of their classmate which they would like to imbibe. Then a process of how much he has achieved in one month will be done by peer group evaluation where the opinion of the children are asked for and the strengths and weaknesses are taken up. Peers will decide whether there is any improvement.

This game can also be played as **Dumb Charades**, where some qualities of a particular student are acted out and students have to identify the student. Care must however be taken not to hurt the sensibilities of others. The purpose is to learn and not to make fun.

**2.5.3 Helping Kids Make and Stand Up for Good Choices**

May group activities can be conducted in classes where a situation is given to them involving an ethical dilemma. Students are encouraged to analyze and make a decision. In case the decision is to say 'No' - teach them to choose and use words/expression on how to refuse a peer's encouragement to do something harmful. Teach them the ways to say 'no' that will make their peers respect them rather than shun them. If they are trained in critical and analytical thinking and good communicative skills they will use them in their daily lives.

**Activity: 2 know Yourself**

Ask the students to make two columns in their notebooks. One column should be titled "Okay" and the other "Not Okay".

Prepare a list by asking the students to describe situations they commonly face. Alternatively, you can give a list of situations that are "Okay" and "Not Okay".

Ask them to put the situations under the appropriate headings.

Once they have finished, have each student read aloud one "Okay" situation and one "Not Okay" situation.

Promote group discussion by asking students why they put certain situations in one column instead of in the other.

Ask the students to share some experiences where they were pushed into doing something against their wishes or where they said "No".

**2.5.4 Teach Forethought**

Encourage the group to think of possible results, to balance the positive and negative side to a proposed action, to think of the long term effect of their action and then take a balanced decision.

**Activity: 3**

Students can be asked to balance their decisions by asking these questions:

- Will this harm me or someone else?
- Could this change my long term health?
- Could doing this affect my education?
- If my parents knew, would they approve?
- Is this illegal?
- What will my teacher/people important to me think if they know?

**2.5.5 Learning to Weigh Decisions**

Using the techniques mentioned in point (iii) the following activity can be carried out:

**Activity for Decision Making (1V)**

No	Situation	Decision Making		Reason for your decision
		(a)	(b)	
1	Your friends ask you to miss a class and go for a movie with them. You....	Say no. Refuse to go with them	Join the group and go.	
2	You are taking a test. You are eager score good marks. Suddenly you realize you have a chance to copy from the best student. You....	Say 'No' to the temptation	Copy the student's answer as much as you can	
3	You are alone at home with friends. Your parents are not at home. Your friends want to watch some forbidden website on the computer. You...	Refuse and advise your friends against it.	See the offensive material.	
4	Your friend cracks dirty jokes in the presence of younger children. Everyone laughs. You...	Express your disapproval and refuse to join the crowd. Break your friendship.	Laugh with the crowd.	
5	You overhear a group gossiping about one of your teachers. You...	Stand up for the teacher and scold others.	Join the conversation and add your share of gossip to it.	
6	Your parent asks you to study harder. You....	Obey them and promise to work harder.	Refuse their advice.	

7	You returned home late after going for a party without your parents' permission. You...	Apologise and promises never to do it again.	Lie about where you were.
8	Some of your classmates win the school election, get a high rank or win a prize. You....	Congratulate them sincerely.	Resent their success and make nasty comments behind their back.
9	You find a purse in the school campus with lots of money in it. You...	Hand it over to the School authorities/ Class Teacher.	Take the money yourself.
10	Some students unjustly accuse an unpopular student in your presence. You....	Speak up in defense of the student	Keep silent saying, "It's not my concern."
11	Your parents disapprove of your friends. You....	Obey your parents	Refuse their opinion and continue being friends.
12	Someone else has been falsely accused of something you have done. He or she is going to be punished undeservedly. You...	Own up your fault and accept the due punishment.	Keep quiet and let the innocent person receive the punishment.
13	You discover some people are spreading lies about you. You...	Ignore them. Pay no attention	Become angry and hold a grudge.
14	Your friends invite you to smoke or take drugs with them. You....	Say "NO"	Say "OK" and join the group

Schools can encourage formation of positive peer groups through Peer Leader Programme, Collaborative Learning Practices, Youth Organizations, Sport Clubs, etc.

Peer learning can be initiated through activities like:

- Developing Self Esteem and instilling Self Confidence
- Helping Kids Make and Stand up for Good Choices
- Teaching Forethought
- Learning to Weigh Decisions

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## 2.6 LET US SUM UP

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Man is a social animal and needs the company and society of others. Socialization results from a variety of interaction and social encounters. Children become members of a 'peer group' which increasingly reduces the family influence on their attitudes, thinking and behaviour. The peer group is an aggregation of people of approximately

the same age who feel and act together. Peer relationships play an important and formative role in the development of social skills in children. The greater the participation of a child in a social group, the more developed are his social skills and the more likely he is to be popular among his peers.

Peer pressure is the direct or indirect pressure exerted by an individual's peer group which can bring about changes in that individual's attitude behaviour to fit into that group. Peer relationships play an important and formative role in the development of social skills in children. The greater the participation of a child in a social group, the more developed are his social skills and the more likely he is to be popular among his peers.

Peer groups are places where children feel accepted, where they can act themselves, feel good about themselves – their self esteem is enhanced. Peer Pressure can be either 'Positive' or 'Negative'. Schools can encourage formation of positive peer groups through, peer leader programme, Collaborative Learning Practices, Youth Organizations, Sport Clubs, etc. Hence, peer and school play an important part in the development of values.

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## 2.7 ANSWERS TO CHECK YOUR PROGRESS

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### Check Your Progress 1

1. Peer relationships play an important and formative role in the development of social skills in children. As role taking abilities emerge, the child begins to engage in social behaviour which involves others such as team work, cooperation, discussion and planning with others. Peer interaction is a necessary factor for the development of role taking skills. The greater the participation of a child in a social group, the more developed are his social skills and the more likely he is to be popular among his peers.
2. The peer group is an aggregation of people of approximately the same age who feel and act together.

### Check Your Progress 2

1. Peer pressure is the direct or indirect pressure exerted by an individual's peer group which can bring about changes in that individual's attitude behaviour to fit into that group. Peer Pressure can be both 'Positive' and 'Negative'.
2. In the academic field, several studies have confirmed that the values of the peer group is a stronger factor in the student's level of academic success as compared to the values, attitudes and support provided by their family. Researchers have found that students whose families were not very supportive, but who spent time with a peer group that was academically oriented, got good grades. That is, if students group together in study groups that provide academic and social focus, they will be high academic achievers.
3. Schools can encourage formation of positive peer groups through, peer leader programme, Collaborative Learning Practices, Youth Organizations, Sport Clubs, etc.

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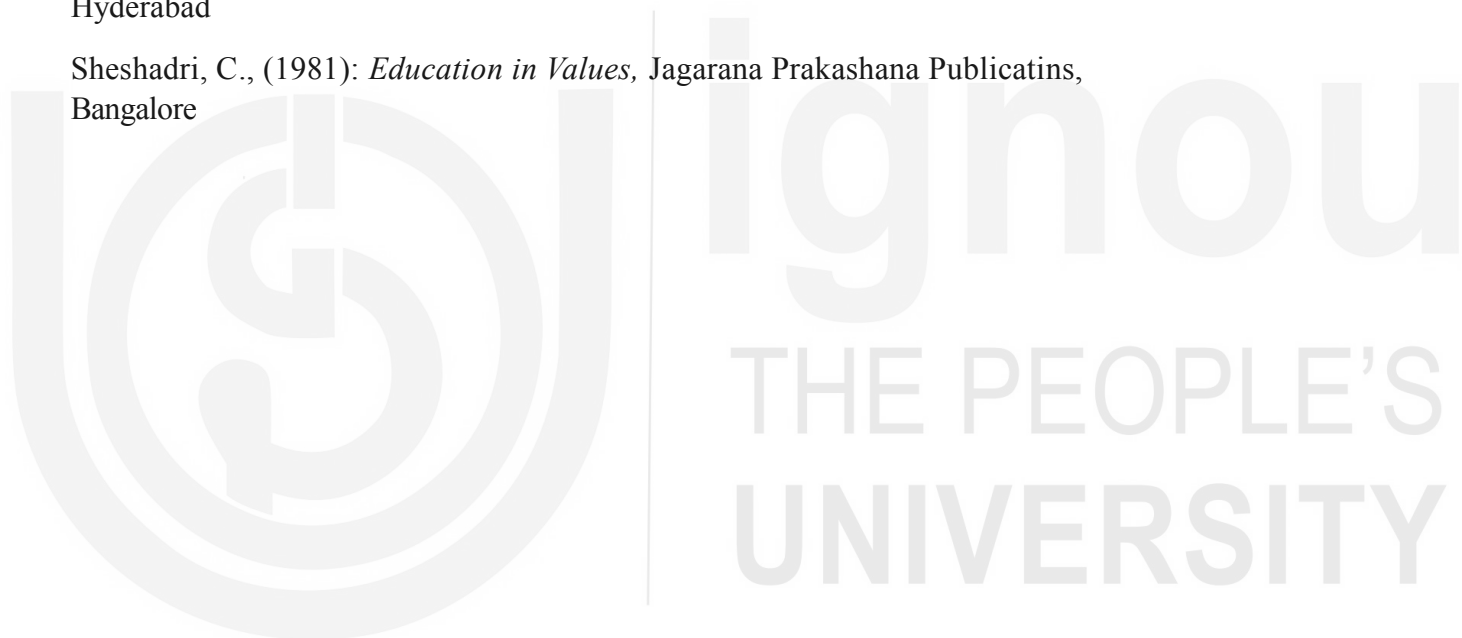
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## UNIT 3 ROLE OF PARENTS

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### Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Identification of Values
- 3.4 Process of Value Development
  - 3.4.1 Stage I
  - 3.4.2 Stage II
  - 3.4.3 Stage III
  - 3.4.4 Stage IV
- 3.5 Parents' Involvement
  - 3.5.1 Steps to Follow
- 3.6 Examples of Value Development
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  - 3.7.1 Know Your Ward
- 3.8 Role of Parents
  - 3.8.1 Guidelines for Parents
- 3.9 Role of Community
  - 3.9.1 Necessary Plan of Action
- 3.10 Let Us Sum Up
- 3.11 Answers to Check Your Progress
- 3.12 References

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### 3.1 INTRODUCTION

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The rapid scientific growth and technological advancements have resulted in industrialization. This fast development has threatened our age-old value structures and moral standards. At the global level, this has created value crises. Disputes over petty matters, road rages, dacoits, murder, agitations, stabbing and other crimes have become rampant in society. These are amply reported in the newspapers, magazines and media. Our entertainment is full of violence and glamorization of criminals. This atmosphere of valuelessness is leading to disintegration of the society and also affecting our families. It is the right time, therefore, for us to rise to action and make conscious efforts to arrest the trend and lead the families in the right direction.

Furthermore, everybody expresses great concern over the general deterioration of behavioural standards and patterns of the people. A majority of the systems and structures have been affected by the deterioration and distortions of these. The individual as a member of the group, system or structure may be held responsible for them, from one point of view. From another point of view, the individual is helpless about this situation. Therefore, one has to think seriously to find the root

causes of this behavioural distortion and deterioration. One of the major factors for this is the change in our attitudes, beliefs, ideals and standards. Alternatively, one can attribute the deterioration to changing social, moral and spiritual values.

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## 3.2 OBJECTIVES

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After you complete this unit, you will be able to:

- identify the role of parents in value education,
- discuss the guidelines essential to help the children,
- analyze the essential values for a family, and
- describe the role of parents in value education

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## 3.3 IDENTIFICATION OF VALUES

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The family as the first institution of education enables its members to inculcate skills, attitudes and values. The daily interaction within the family members forms habits which are conducive to the all-round development of personality. Therefore, each family carefully identifies skills and values to be acquired by family members.

Earlier, religion was a great source of evolution of habits. The holy books were referred to in the family. These were not only read on different occasions but also cherished for practice. These holy books are still available in the family and these are quoted by the leaders of the community. The holy books are full of values. They teach us love and brotherhood. In our pluralistic society, many families do not believe either in religion or in the holy books. Further, the number of holy books available in the family may be more than one. This creates a dilemma for the individual to decide to follow one or the other book.

In a democratic society, values are drawn from national goals, universal perception and ethical consideration. Our national goals are reflected in the Preamble of the Indian Constitution.

**It states:**

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the unity and integrity of the Nation;

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

This Preamble to our Constitution is a source of values. It gives us four values – Justice, Liberty, Equality and Fraternity

The identification of values by an individual and family is influenced by a number of factors. Some of these are:

1. Culture
2. Traditions
3. Social Environment

In India, we have both patriarchal and matriarchal societies.

Values are classified on the basis of human activities such as physical, social, economic, intellectual, moral aesthetic, cultural and spiritual. Therefore, there are finite values. Our life will be extremely difficult because of countable values. Therefore, one must restrict the number of values practiced in a family. Gandhiji advocated two values – Truth and Non-violence. In many families the five values: cleanliness, truth, hard work, equality and cooperation are cherished. One may see another set of five values-truth, righteous conduct, peace, love and non-violence-practiced in some families. The families are free to choose the values for themselves.

**Activity**

Observe a family for three days for its activities and identify some of the values in the activities of the family members.

In a family set-up, education refers to highest conceptions of good life. The University Education Commission headed by Dr. S. Radhakrishnan held that education should be centred around love for life and concern for the suffering. The real freedom can be perceived with the value of democracy. In this light a family must provide training of character to all its members. Naturally, parents play a key role.

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### **3.4 PROCESS OF VALUE DEVELOPMENT**

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It is important for parents to know the processes of development— physical, social and moral. Here we are more concerned with the moral development. Piaget studied the moral judgment of children. He observed that moral judgment grows with age. The major areas studied by Piaget included justice, equality, authority and responsibility. Naturally, these are the desirable values in a family too. Gupta K.M. (1984) also studied the moral development of school children and observed four stages of moral development.

#### **3.4.1 Stage I**

Immediate consequences require the attention of parents to make a child aware. This helps them to know the consequences of their behaviour.

#### **3.4.2 Stage II**

Partial evaluation: a child looks at the incidents from one angle only. Naturally parents must discuss with the child about the consequences for each side.

### 3.4.3 Stage III

Full evaluation: a child provides reasoning for his behaviour in an accident. Naturally parents have to guide him/her to come close to reality.

### 3.4.4 Stage IV

Generalized comments: A child requires feedback from the parents to work for the welfare of the family and society. The children are always under the influence of peers in the company. The parental authority is almost absent in the presence of peers. Therefore, children require suggestions from the parents to overcome peer pressure to maintain family values.

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## 3.5 PARENTS' INVOLVEMENT

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Parents' involvement in value education begins long before the schooling of the child and hence the home becomes one of the main agencies to be involved when planning any value education programme at school.

No human being is born with set values. Initially, values are transmitted by the parents, grand parents/other close relatives whom the child would interact with. These values are usually such that they prepare a child to be accepted in society. Learning to put things in an orderly manner, greeting the elders, respecting time by following time schedules, restraining from simple acts of violence (like throwing objects, destroying property) are perhaps some of initial beginnings of value education. Most of the values are those which have been imbibed by the family from the society. Somewhere during the mid or late adolescence, the individual begins to question these values. As she/he participates in life's experiences, old values are judged and reshaped to form new values. Certain values are discarded and others become integrated into the self. As the child grows she/he begins to practice the values learnt in early childhood. Values are also measured in terms of a changing society and the individuals' need the skill to ascertain what exactly their own values are. They need to clarify their values.

The stages of value development could be roughly divided as follows (Kohlberg 1968):

1. Pre-Conventional Stage (0-7):

I do so.....

- because my parents say so
- because doing so will get me appreciation/gifts etc.

2. Conventional Stage (7-10):

- because you will like me better-as related to peers, parents, teachers
- because it is the law and I have to do it

3. Post-Conventional Stage (18+):

- because justice requires it
- because it is good for humanity

### 3.5.1 Steps to follow

The child nurtured in a home with sound values and educated in a school that reinforces these values would, therefore, move along these steps:

She/he would.....

- review the alternatives available
- thoughtfully consider the consequences of the alternatives
- choose from the alternatives freely
- publicly confirm beliefs/values
- act on one's beliefs
- prize and cherish his beliefs and behaviour and
- act in a pattern, consistency and repetition indicating the value profile

In order to become an adult who is able to stand up for a particular value, know and act on that value, the individual needs to explore, think and try out that value in a life situation. Thinking, feeling, imagining and clarifying aloud what is prized and wanted, takes time. It is a difficult process but it is rewarding because it improves the quality of life. Values are standards for action, but they cannot be absolute for all situations, people or cultures. We must know how to change and reevaluate our values. This perhaps is far more important than having a fixed, even clarified value system.

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## 3.6 EXAMPLES OF VALUE DEVELOPMENT

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It is absolutely necessary that schools work with parents to reinforce the values identified as important. Here are some suggestions that could be incorporated keeping in mind the nature of the school population. Some examples of value development are also presented here to make the concept clear.

### A) Work Ethics

This would imply the co-related values of commitment, punctuality, fairness, sincerity, sharing, helping, independence, responsibility, humility and pride.

Parent could be asked to help by seeing that:

- work set is completed on time;
- work set is done as far as possible independently;
- the child develops his own responsibility for completing the work set;
- a sense of pride is created by laying emphasis on the work done on neatness, handwriting and innovativeness;
- the child is encouraged to share his knowledge with others;
- the child is taught to see that actions do have consequences and that they have to be borne, however, painful they may be;

- while offering the help, the child is still given independence to choose or reject the help. This helps the child to understand that the parent and yet she/he has the right to control the situation and make an important decision about his/her own deeds; and
- children understand the importance of commitments and obligations as this affects others as well as themselves

## **B) Honesty**

In order to foster this value it is necessary that:

- Parents are role models or examples of the value themselves;
- honesty is reflected in their speech and deeds — this implies being able to communicate in a straight forward manner with the child. Never admire or appreciate dishonest deeds e.g. amassing of wealth by dishonest means;
- the evils of a materialistic society-bribery, show of wealth, admiration of wealth etc. are identified as not being right;
- they never indulge in a dishonest deed e.g. bringing home stationery from the office or any other property belonging to others;
- children understand that nothing breaks down human relationships faster and impedes communication more than disregard for truth; and
- children never violate the truth to cover up mistakes or doings. Truth can be encouraged by helping students see that failure is an opportunity for growth rather than a measure of their worth as human beings

## **C) Social Justice**

Social justice can be reinforced at home by

- Parents showing respect for all human beings, respecting the domestic help at home, and other people who provide support e.g. the gardener, driver, office peon etc. and by projecting each one of them as an expert in his/her own area of work and encouraging the child to interact.
- Sensitizing children to the problems faced by less able members of the society by taking them on visits to the blind school, spastics home etc. encouraging children to help, work and interact with such groups.
- Encouraging children to stand up for social justice and fight against any injustice-economic or religions.
- Volunteering to take up responsibilities in the school. The parents thus show to the child that not only are schools important but that volunteerism is an obligation for responsible adults.

Orderliness/Cleanliness: can be developed by having an environment of order at home and by encouraging children to keep their own study tables clean, clothes in a tidy manner, use the dustbin etc.

## **D) Gender Issues**

Gender issues can be tackled at home e.g., father making breakfast, mother taking

the child out at times. The child must be brought up to accept that responsibilities are shared and not divided on the basis of gender.

Parents must not differentiate between children on the basis of gender or otherwise. Parents must always be conscious that their best value teaching will be by example. The way they treat each other, the respect shown for the elders in the family, the misbehaviour that is punished or ignored, all go to have an enormous impact on the child. They must, as parents, set high moral standards for children. Children must get the message that true self-esteem cannot be attained by anti-social behaviour or self-indulgence.

Children need to be provided with warmth and support and care, but they have to learn to face both disappointment and high standards. Above all parents should help children to grow into men and women of moral discernment and strength.

### **3.6.1 Projects for Children by Teachers/Parents.**

- Work on signature campaigns for solving a community problem
- Accompany children on Camps and Treks
- Work with students on the history of the community interviewing older people in the community, doing a photo study etc. Help the school start a paper recycling centre
- Organize after school recreation programme for students
- Organize value clarification workshop for students and their parents
- Run one day workshop for students on environment, history etc.
- Help in developing aesthetic values by participating in school beautification programmes garden layout, furniture design etc.
- Help in developing learning centres in the school
- Run special programme for remedial education, special education
- Hold lectures for other parents on themes like
  - Failure
  - interpersonal communication
  - Money values
  - Building a climate of trust
  - Clarifying values
  - Concepts of changing values and value clarification
  - Learning to make a choice
  - Developing goal setting children
  - Meeting children's needs for acceptance love and respect.
  - Leisure time activities

**Activity**

**Note:** Observe a child in the company of peers. Have you ever seen a child plucking leaves of plant or tree? What is the purpose of plucking the leaves of tree? Relate this incidence with the value of environment protection.

**Check Your Progress1**

(i) Give examples of Value Development?

.....  
 .....

(ii) Mention two projects that can be taken up by teachers/parents?

.....  
 .....

Parents are expected to use reward and punishment for maintaining discipline in the family. Various forms of rewards and punishments are in vogue in to develop desired behaviour or eliminate undesired behaviour in family members. While rewards help in maintaining cordial and intimate relationship, harsh punishments develop a feeling of revolt in adolescents.

Younger children may follow the defence mechanism of ‘withdrawal’. Fathers or mothers feel that it is their right to inflict punishment on the children. But they should not exercise this right arbitrarily. If explained properly, rewards and punishments become means for character development and value inculcation. Gandhiji advocated changing the heart of an individual by love, sympathy and understanding. Naturally, this results not only in maintaining discipline but also in the teaching of values by example.

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**3.7 CREATING VALUE ORIENTED ENVIRONMENT**

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Parents are responsible for creating a value oriented environment at home. This is not an easy task. Each member of the family has to perform his duty well. During this venture they are expected to complete certain tasks. There is not a unique way to perform these tasks. Therefore, there will be different opinions on the ways to perform a task. This causes conflicts in the family. No one knows the best way to resolve these conflicts.

Each member in the family has a position. This position is reflected in the relationship among them. In a typical family, relationships are referred to as father, mother, son, daughter, brother, sister, husband and wife. The family may also have grandfather, grandmother, grandson, granddaughter, mother-in-law, father-in-law, uncle, aunt, sister in law, etc. Their interaction with each other in day to-day working determines the environment in the family. One has to very carefully observe the behaviour among them. The quality of relationship determines the quality of values subscribed by the family.

Each member of the family has a different disposition towards objects, incidents and life. The disposition determines the ways of thinking the reality is viewed in a way and it is related with other factors. This influences the home environment.

The attitude towards life is reflected in the day-to-day functioning of the family members. Right or wrong is determined on this basis. The reality becomes a truth for the family members and it is interpreted in this way. The sharing, caring and believing all get affected by the attitude. The relationship among different family members gets influenced through love-hate feelings. The parents are responsible for maintaining a proper attitude towards life.

The life in the family is governed by different rules formed by the senior members. These rules are evolved on the basis of customs and traditions practiced by the family. Younger members of the family are expected to observe these rules which have boundaries. Any violation of these boundaries are viewed seriously and sanctions are imposed. The observance and reinforcement of these family customs and traditions become the foundation of values.

### **3.7.1 Know Your Ward**

Each child is unique. Have you ever wondered how many types of children there are? There is amazing diversity among children in a family. They are not only different in age but also in colour and height. They are also different in their likes and dislikes. One may like white clothes and others may like red ones. One may like to eat potatoes and another may like to eat bread. Each child responds in a unique way to a situation. This response is based on the past experience. These responses are acquired by children during their day-to-day observation of incidents occurring in the family. A child is a keen observer of the behaviour of the father and mother in day-to-day incidents.

The understanding of a child will help the parents to mould his/her behaviour in the desired direction as per the choice of the values and create a conducive environment in the family.

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## **3.8 ROLE OF PARENTS**

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The family is the basic unit in the fabric of society. It sustains us all in times of stress, strain and adversity as well as in sickness and ill health, so the family bonds should be nurtured and strengthened.

A child is born into a family and the parents are the most important persons in his/her life. They play a pivotal role in its upbringing, so the responsibility of parents is truly great. It involves a lot of time, patience and sacrifice and parents have to accept this responsibility for the sake of a happy family life. Parents are the role models for their children. They say, "There are no problem children but only problem parents". All children are born good but if they are neglected and not provided with love and security and their basic physical and emotional needs are not satisfied, they will not be able to grow into healthy, happy and balanced individuals.

Parents need to build strong bonds of warmth, love and friendship with their children right from the very beginning, and any amount of money given to a child cannot substitute for a parent's love, understanding and time. Children who have strong

family bonds and good parental support are less likely to go astray. So, a wholesome family environment is basic to the establishment of a Value-Based Society.

### 3.8.1 Guidelines for Parents

Here are a few guidelines to help parents to bring up their children in the right way:-

- 1) Always remember that you are the role model for your child. Do not do anything which you do not want your child to emulate.
- 2) Father and mother should speak the same language. They should discuss between themselves and frame simple rules for the child to follow.
- 3) Parents should be consistent in the observance of rules. It is very confusing for a child to be allowed to do something when the parents are in a good mood and be punished for doing the same thing on another day when the parents are in a bad mood.
- 4) Spend as much time with your children as you possibly can. Plan to go out on picnics and family outings or on holidays when you can play games with them.
- 5) Observe your child carefully and try to understand his/her special needs by talking to him/her in confidence. Each child is different and should be handled in a different way. Give your approval and encouragement for all forms of positive behaviour and help him/her to blossom.
- 6) Do not compare your children i.e. praise the bright one and run down the average one. This leads to jealousy and development of inferiority and superiority complexes. Accept each child as he or she is and find different ways to give recognition to the one who is not so bright academically.
- 7) Pray together with your children and observe National and other festivals in order to make children aware of their own culture and National heritage.
- 8) Help your children to develop the sense of discrimination between right and wrong thus develop their value judgement.
- 9) Guide your children to have balanced schedule in their day-to-day life with time allotted for study, play and recreation.
- 10) Permit your children to watch only wholesome programmes on the T.V. and Video.
- 11) Select suitable books for them to read and encourage them to remain in touch with important National and International events as they grow up.
- 12) Train them to share the household chores and allot them special duties to perform.
- 13) As they grow up, do not try to put pressure on your children to fulfill your own personal unfulfilled ambitions.
- 14) Your expectations from your children should be commensurate with their ability.
- 15) Let your child choose his/her own career after procuring the necessary guidelines and discussing with him the pros and cons of each profession.

- 16) As he/she is growing up keep an eye on his/her habits and friend. Peer group pressure exercised by wrong friends lead many an adolescent to experiment with drugs and alcohol and if not checked in time, they may become addicts.
- 17) As they become young adults it is time to 'let go' and gradually release your hold on them. Let them take their own decisions but be available to help if asked for. Your role now should be that of a friend and counselor.
- 18) At the appropriate time allow him/her to choose his own life partner but be ready to discuss and advice if sought by your son or daughter.

In sum, the role of parents is indeed a difficult one in these fast changing times but parents should not lose heart. Love, concern and sacrifice very successfully bridge the 'generation gap'.

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### 3.9 ROLE OF COMMUNITY

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Children are also affected by their friends, neighborhood and community. The problem of erosion of values has therefore to be tackled not only at the level of the parents and teachers but also at the level of the community.

Effective organization of the community level activities can be done at the local level with the involvement of the colony-wise Residential Welfare Associations. Meetings can be organized at the respective colony community centres by the Regional Committees of the Lions and Rotary Clubs also.

A lot of talent is available in each colony in the form of its citizens who have lot of experiences and time in their hands as compared to the young adults who have to rush to work and raise their families. They can take the lead in organizing Community Services Activities. It is very important to involve members of the community to channelize the energies of the children/young adults into wholesome channels, through organizing games and support as well as programme like Health, Hygiene and Sanitation.

Films can be shown on important social issues like Aids awareness, adopting small family norms, protection of the environment, checking pollution, proper garbage disposal, preventing mosquito breeding etc.

Young people and students can be mobilized to conduct literacy classes, "each one teach one" Programme and Education for all Programme (EFA).

Street plays can be staged on themes like "United we stand, divided we fall". "Caring and sharing" "Respect for all forms of life", "Honesty and Truthfulness" and "Helping others".

A strong case can be made out for providing Value-Based Entertainment in the form of T.V-series, Filmstrips and films.

Group discussions can be organized to motivate people to solve all problems peacefully.

**Check Your Progress 2**

(i) How can parents create value oriented atmosphere at home? Specify two?

.....  
 .....

(ii) Mention two guidelines for helping parents to bring up children with values?

.....  
 .....

**3.9.1 Necessary Plan of Action**

The following plan of action can be followed—

- 1) Identify Schools in your neighborhood who are willing to join in any such programme and involve their senior students to conduct a survey of the local needs.
- 2) Organize a work force of eight to ten volunteers and carry out door-to-door visits specially in the *jhuggi-jhopri* cluster and educate the inmates to keep their jhuggies clean, send their children to school and give talks on health, sanitation and immunization programmes.
- 3) Street plays are a good medium to spread important messages in the rural pockets. Film can also be shown on important social issues.
- 4) Organize a proper garbage disposal system in your colony; also do not allow stagnant water to accumulate. Both these measures will prevent the breeding of house flies and mosquitoes and thus protect the residents against communicable diseases.
- 5) Motivate the residents to keep the colony parks clean, plant more trees. Keeping the environment clean is a must for each colony.
- 6) Organize different kinds of outdoor games for the children and young adults of the colony to provide a wholesome outlet for their energy.
- 7) Organize community get-togethers, functions and festivals to strengthen community bonds and give responsibility to younger members.
- 8) Give recognition to the workers and all those who play a positive role.
- 9) Motivate members to organize adult literacy and classes for the young children who cannot go to school.
- 10) Organize healthcare, blood donation and eye-donation camps to help to the sick persons in the community.
- 11) Doctors and Para-medical workers in the community can organize Aids awareness, Polio Pulse and other immunization programmes to serve the community.
- 12) Vocational training programmes can be also be started to help the slum dwellers and others who need to learn special skills for self-employment.

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### 3.10 LET US SUM UP

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The general deterioration of values has created demands for value education. Schools alone cannot meet this demand. Therefore, family as an institution and parents as key player are expected to play significant roles to promote value education. The parents are expected to maintain discipline in the family and through their behaviour of love, compassion and sympathy create nurturing environment in the family. They must know the process of development and meet the needs of social security of their ward and make children free from peer pressure.

Each family is expected to identify the values and cherish them. Value Education is essential for survival of the family and society.

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### 3.11 ANSWERS TO CHECK YOUR PROGRESS

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#### Check Your Progress 1

- (i) a) Work ethics b) honesty c) social justice and d) gender issues
- (ii) a) Accompany children on camps and treks. b) Run one day workshop for students on environment, history etc.

#### Check Your Progress 2

- (i) a) The sharing-caring relationship among family members affect the children's attitude. b) Observe the rules formed by senior members of the family.
- (ii) a) Spend as much time with children as possible. Take children accompanying them to picnics or family outings
- b) Observe your child carefully and try to understand his/her special needs by talking to him/her in confidence.

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# UNIT 4 INFLUENCE OF MEDIA ON VALUE DEVELOPMENT

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## Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Definition and Growth of Media
  - 4.3.1 What is Media?
  - 4.3.2 Evolution of Media
- 4.4 Types of Media
- 4.5 Functions of Media
  - 4.5.1 Dissemination of Information
  - 4.5.2 Providing Education
  - 4.5.3 Providing Entertainment
- 4.6 Influence of Media: Media and Value Development
  - 4.6.1 Positive effects of Media
  - 4.6.2 Negative effects of Media
  - 4.6.3 Mass Media and Children
- 4.7 Effects of Traditional Media
- 4.8 Advertisement
- 4.9 Let Us Sum Up
- 4.10 Answers to Check Your Progress
- 4.11 References

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## 4.1 INTRODUCTION

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We live in a mediated environment. Everywhere we go, whatever we do, we feel the presence of the media – either bringing all that is happening around us and even beyond, or reporting on what is happening with us. You may have heard people say that, ‘Media has taken over the world’. It is this attribute of all-pervasiveness, universality of reach, great popularity and public character that is being referred to in the term ‘mass media’.

Media provides us with information which enables us to take decisions not only related to our daily activities—but also those which may have life changing significance like employment opportunities and higher educational avenues etc. How did you come across the information about this programme of IGNOU? It must have been either through newspapers, internet, mobile phone, radio or television etc. and each of these is a media.

The impact of media on every aspect of social living and its effects on the social, cultural and psychological environment of man are subjects of pertinent concern today. The discussion is not whether media has effects or not, rather the debate is on the ‘what’, ‘how’ and ‘why’ of these effects. In this Unit, we would try to understand the influence of media and its contribution towards value development.

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## 4.2 OBJECTIVES

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After going through this unit, you should be able to;

- understand the definition of media;
- discuss various forms of media;
- analyze the different functions of media;
- discuss the influence of media

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## 4.3 DEFINITION AND GROWTH OF MEDIA

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### 4.3.1 What is Media?

Let us begin by understanding what is media? In general, ‘media’ refers to various means of communication. Communication makes us human. We express our thoughts, and our emotions through communication. Deprived of communication we become isolated, lonely and depressed.” (Michael 2007). This need for information exchange came about as humans began living in increasingly large social groups. Without the art of communication human beings, as a species, would not have prospered. Media, therefore, refers to the gamut of means or channels by which a human being is able to express himself or herself to other human beings.

Media can be the tools used to store and deliver information or data and may be categorized as advertising media, broadcast media, digital media, mass media, print media etc. It is pertinent to know how Marshall McLuhan, (1964) a famous media theorist and critic, defined media as “any extension of ourselves.” Just as a hammer extends our arms and the wheel extends our legs and feet, similarly, the medium of communication extends our thoughts from within our mind out to others. For example, radio, television and newspaper are different types of media which carry messages providing the public with information and knowledge through news, advertising and entertainment that reach or influence people widely. Today with the high levels of communication that are available, the levels of learning and knowledge have also progressed concomitantly.

### 4.3.2 Evolution of Media

Communication media has progressed across centuries through various technological innovations and improvements. The evolution of communication from grunts and signs to a more sophisticated system of spoken dialects and later scripted languages is one of the most important developments in human history. What follows is an attempt to discuss the history of communication technologies in general terms– from oral to the written word and transition from the written to the technical and the digital media. Media today has evolved into a multi-faceted entity that has become an integral part of our life. Using available technology, such as the internet, we can now communicate with one another anywhere on the earth, or the space, instantly.

#### a) The Oral Word

**Speech** - In the early days, man communicated with each other through sounds and sign language, which later developed into an elaborate system of speech and

language. Oral communication is present in our everyday lives. Even from the car radio provides the latest traffic reports to the professor teaching students in a lecture hall. Although oral communication seems practical, it is however not perfect and is at best suited to interpersonal modes (until it is mediated by technology - radio broadcast for instance). The human voice and sign language are limited in terms of distance (again until mediated by technology) as information and preservation of ideas require the physical presence of man which was not always possible. All such forms of communications relied on human memory which being an imperfect tool has the possibility of being corrupted or lost over time. There is also a limit to how much one can remember. Various communication media were invented to conquer time and distance.

### **b) The Written Word**

**Script** – Imperfections of speech led to the invention of new forms of communication, based on the key concept of the symbol. Writing, in all forms, was an important innovation for conquering distance and time. Messages could be recorded and delivered physically across great distances and could be saved for centuries. Today, paper is the principal medium on which a message is carried in the form of the written or the printed word. However, long before paper, *hieroglyphics* was used by the Egyptians as early as 3000 B.C. The *cuneiform* script in Sumerian language of 26th century BC can also be cited as one of the earliest examples of human writing. The modern western alphabet evolved from the written script of the Sumerians. Cave paintings, *petroglyphs*, pictograms, ideograms were also precursors of modern day writing.

Papyrus, formed from the stem of the papyrus plant, was invented and used by the Egyptians as early as 3000 B.C. Parchment made from animal skins was also used as a medium. Paper, formed from slurry of plant fibers, was first used by the Chinese in 100 A.D. The development of papyrus, parchment and paper, made the written word more accessible.

**Printing** - The next important milestone in the evolution of the means of media is the invention of the printing press. Inscribing the message by hand was a very lengthy process, time consuming and subject to copying errors. The solution was found in the invention of the printing press. The movable metal type of printing press was invented by a German, Johannes Gutenberg, in 1439. Gutenberg's press changed peoples' lives. With the evolution of the printing press, ideas could now be stored for future centuries. The use of the written word was also greatly facilitated by the invention of typewriters. And by the end of the 1980s, word processors and personal computers had largely replaced the tasks previously accomplished with typewriters in the western world.

### **c) Telecommunications**

The invention of the printing press certainly made it easier to communicate, but it could take days or weeks for the written word to arrive at its destination. Scientists searched for a faster way to transmit information. Beginning with the use of visual signals like, smoke signals, maritime flags and the use of audio-signals like beating of drums, telephone, radio and telegraph telecommunication in the present day involves the use of advanced electrical/electronic signals like television, computer networking, internet, mobile and satellite phones.

- Telegraph and Telephone - French scientists developed a communication system that used light to transmit signals in the late 18th century. American inventor Samuel Morse improved this system by creating a machine that transformed speech into electric signals and then into written words. His telegraph became a popular method to communicate quickly. The invention of the telegraph was the inspiration for further advances in communication technology. Using the principle behind the telegraph, American inventors Elisha Grey and Alexander Graham Bell transformed speech into an electrical signal. Unlike the telegraph, this electrical signal was transformed back into speech. Graham Bell's telephone, the most lucrative single patent of all time, came about in 1876 in the course of an attempt to transmit several messages over a single telegraph cable at the same time.

#### d) Digital Technology

Computers represented a huge leap in communication technology with its process of digitalization. This technological innovation has made communication faster than ever before. The internet may be regarded as an open communication field which links people all around the world. Chat, e-mail, are all prime examples of different ways people communicating and bridging the physical space. Without even taking a deep breath, we have transitioned from email to chat to blogs to social networks.

With the advancement of technology from the print to the digital media, information is available with the press of a button. Media, as it is said, is just a click away. This revolution that has taken place in media technology has paved the way for an 'information superhighway' transforming the world into a "global village". Marshall McLuhan was the first person to popularize the concept of a global village and to consider its social implications. The rapid dissemination and communication of information has shrunk the world, making it smaller and closer. Sitting in your homes you are able to watch a live telecast of a cricket match being played thousands of miles away, partaking in the enjoyment as if you are actually present at the venue. The pain and anguish of the relatives of the victims of a mishap are immediately brought home to us through the electronic and the print media.

Today, not only advanced technologies are available to us but they are more affordable, giving rise to a 'media-rich environment', in homes, offices, educational institutions etc. Multiple communication devices are available at homes leading to increasing amount of usage of media content. Reflecting these changes, as well as actively promoting them, are the various forms of media - print media (books, newspapers and magazines), audio media (radio and the music industry), the audio-visual media (television, video and cinema) and, more recently, the computer driven media (the 'internet'),

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## 4.4 TYPES OF MEDIA

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Broadly, there are two types of media- Print and Electronic.

**Print media-** Print media is associated with the printing and distribution of news through newspapers, magazines, brochures, newsletters, posters and other printed publications. Newspapers are the most popular and easily recognizable form of print media. This is often termed as old media. Sometimes, print media is differentiated from display media with the latter denoting billboards, signs and posters.

**Electronic media-** This is a generic term for the many different forms of electronic communication that are ‘New Media’. The term is in relation to “old” media forms, such as print newspapers and magazines that are static representations of text and graphics. New media is made possible through the use of computer technology. This is often termed as:

- Web sites
- streaming audio and video
- chat rooms
- e-mail
- Web advertising
- DVD and CD-ROM media
- Internet telephony
- digital cameras
- mobile computing

Media is available in different forms which are as follows:

**Traditional Media** are non-electronic in nature and form a part of our culture. They are folk forms which have been traditionally used as vehicles of disseminating information from one generation to another in the oral tradition. They include folk theatre and dance (*Jatras, Bhavai, Tamasha of Maharashtra, etc.*), folk songs (*Baul of Bengal, Bihu of Assam etc.*), religious discourses (*katha, kirtans etc.*), street theatre and mime, story-telling (*Panchatantra, Ramayana and Mahabharata etc.*) and puppetry (*Putlinach of W. Bengal, Bommalatam of Tamilnadu*).

**Mass Media** is a frequently used term which denotes a section of the media specifically designed to reach a large audience. The term was coined in the 1920s with the advent of nationwide radio networks and mass-circulation of newspapers and magazines.

**Social Media** is the buzzword today and are media meant for social interaction for personal and business use. At its most basic sense, social media uses web-based technologies to turn communication into interactive dialogues for people to discover, read and share news, information and content. A few examples of social networking sites include Face book, Orkut, Twitter, and YouTube which aim at photo and video-sharing, news aggregation and online reference sources, where one can interact by voting for articles and commenting on them.

**Check Your Progress 1**

1. What are the types of media?

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2. What is social media?

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3. What are the different stages of the evolution of media?

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## 4.5 FUNCTIONS OF MEDIA

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Basically, the media is described as performing three functions: information, education and entertainment.

### 4.5.1 Dissemination of Information

Mass media provides an enormous amount of information. Mass media is used for informing audiences about, to name a few products and services (commercial advertising) topical issues (news, current affairs programmes, documentaries, campaigns, interviews, panel discussions and public debate, etc.) and culture (programmes on sports, music, drama and the arts). Examples are the different News channels, Discovery, Animal world, movie channels, Quiz shows, Cartoon channels etc.

### 4.5.2 Providing Education

The use of various media; for example audiovisual (Television), audio (radio), voice and text (telephone including short message services or SMS over mobile telephony) as also multimedia (internet); are primary components of communications with the distance learners. Even, in conventional classroom teaching, media technology is increasingly being used as a teaching aid to enhance the quality of teaching learning process by delivering lectures on capacity building of teachers. There are many opportunities for non-formal and self-directed learning as people follow their interests independently through media. In all of its functions, mass media also acts as an agent of informal education. The media can provide people with a unique opportunity to meet people they would not otherwise meet. Through this identification, people may reinforce what they already know or experience new learning, or non-learning. The potency of mass media as an agent of informal education is stronger in the case of children who imitate characters that appeal to them. Often children are seen imitating mannerisms, gestures and language used by popular characters, which is why you would notice that advertisers insert disclaimers and warnings cautioning audience against the dangers of imitating actions often performed by skilled experts or by exaggerated camera work. Some of the popular advertisements inserting scrolls with such caution relate to those like: motorcycles, soft drinks etc. where the models are depicted performing superhuman feats. An incident of a young boy jumping from a building and hurting himself while imitating the character 'Krish' in a popular Hindi language movie was reported in newspaper. In the case of adolescents, imitation is indicated by the diffusion of new fashions, products, ideas, interests and behaviors.

Media creates motivation for action by altering peoples' values, preferences or perceptions of personal efficacy and outcome expectations.

### 4.5.3 Providing Entertainment

Media is an important source of entertainment as it provides emotional relaxation, cultural enjoyment (i.e. provision of momentary escape from problems) and kills boredom. Even at a time when television appears to rule the mass media, the print media maintain a niche in the world of entertainment. Humor columns, comics, feature stories, crossword puzzles word and number games continue to stir interest among several readers.

In addition to the above the other roles of the media are as follows:

- **Influencing public opinion:** While providing information media helps shape public opinion as well. Research shows that the position public takes on critical issues are influenced by the media, especially when they air divergent views and provide in- depth analysis of issues.
- **Agenda-setting:** 'Agenda setting' (McCombs and Shaw, 1972) is a very powerful influence of the media not on what the audience should think but certainly what it should think about – the ability to tell us what issues are important. It is more specific in scope than the term 'public opinion' and it refers to the transfer of "media salience" (i.e. issues considered salient by the news media) to the public, thereby making it a public agenda. Agenda setting has been empirically proved by media theorists to be equally valid in the transfer of media salience to policy salience (i.e. issues considered salient by public policy makers, governments etc.). In its simplest form, the process of Agenda setting involves the media concentrating on a few issues and subjects in its coverage, which then leads the public or policy makers to perceive those issues as more important than other issues.
- **Educating the public and the policy makers: Media acts as a link** between the government and the people. Mass media is the vehicle through which the government informs, explains and tries to win support for its programmes and policies. The media are traditionally the watchdog of democracy speaking for the people, representing the interests of the people, and serving as checks on the government. The media guarantees the accountability of the government officials and guards the public interests.
- **Helping to form decisions:** This function of the mass media is very important to the developing communities everywhere. It seeks to mobilize people, to bring them together and help to form decisions to bring about change and to advance national development.
- **Socialization:** The mass media most significantly through its news, reporting and analysis affect what and how we learn about various socio-political and economic issues. Along with family, school and religious organizations, media also becomes part of the process by which people learn society's values and come to understand what the society expects from them.

It could be seen from the foregoing functions that mass media provide information and education, entertainment and most importantly mobilization, integration and social

interaction. While performing its functions of communication and means of expression, media holds society together by acting as a sort of cultural glue.

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## 4.6 INFLUENCE OF MEDIA: MEDIA AND VALUE DEVELOPMENT

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The effects of media lie at the heart of many scholarly debates and media effects research. There will never be a conclusive answer to this debate. The rise of the mass media has resulted in the debate of what and how certain kinds of messages are valued in society and are communicated. Prior to the rise of the mass media, there were primarily three societal institutions that undertook responsibility of influencing the values of the people. These three institutions were the religious institutions, the family and the school which informed our relationship to goods, to each other, and to our social world. Such influences continue to remain with us, but it would not be incorrect to say that their prominence in the affairs of everyday life and their moral authority are being challenged considerably as the mass media has grown in prominence. Today, no place on earth (and even the space) is beyond the reach of mass communication and, the media, often termed as the 'fourth estate', has a definitive influence on society and the values that it nurtures.

The media has a strong social and cultural impact upon society. This is predicated upon their ability to reach a wide audience with a strong and influential message. Marshall McLuhan used the phrase "the medium is the message" as a means of explaining how the distribution of a message can often be more important than content of the message itself. The above mentioned statement by McLuhan implies that the media affects the sensory organs of man and the form of a message (print, visual, musical, etc.) determines the ways in which that message will be perceived. McLuhan argued that modern electronic communications (including radio, television, films, and computers) would have far-reaching sociological, aesthetic, and philosophical consequences, to the point of actually altering the ways in which we experience the world.

In today's fast paced competitive world, man seems to have compromised on his values, integrity and character, in a bid to earn, use and possess more and more of material wealth. As a result, some hold that rampant corruption, unlawful activities, inhuman behaviour and immoral consumption that can be seen in societies can potentially break the very structure of society, nation and indeed the world. How much of this apprehension may be due to the influence of the media?

The influence of media, especially on children and youth, has been the subject of increased attention and debate in society, more so among parents and educators. As socialization involves learning the values and norms of society, for the most part, socialization occurs mainly at certain times of people's lives. Children are the main target of socializing messages. How often do we see parents reprimanding their children for sitting for long hours glued to their TV sets watching their favorite programmes, leaving very little time for study or play? How does this affect the development of values in children and youth?

Media, being one of the societal institutions, can be a force for ill or good, though very often it is the ill effects that are focused upon. Let us now understand the

positive and negative effects of the media in the context of their impact on the value systems of the society.

#### 4.6.1 Positive Effects of Media

The media has tremendous potential, for inducing and encouraging positive social change. Mass media plays a crucial role in forming and reflecting public opinion and values. Information on the latest happenings reaches people in just a matter of minute, to even the remotest corners of the country and makes sure that everyone is aware of what is going on in the country. The easy and swift availability of any given information makes media one of the most reliable sources for forming public opinion. It bridges the gap between the leaders and the masses by becoming the channel of communication between the two sides.

There is evidence from audience research to show that media reinforces attachment to society and its values and assists to find security and reassurance. Major social occasions portrayed on television (public or state ceremonies, major sporting events) often draw huge audiences' help to provide social cement. Even as the society becomes complex, it is still important for social rituals and events to reinforce shared values and traditions. Symbols represented in social rituals, such as parades celebrating national holidays, bound individuals to each other and to the society. Media coverage of 19<sup>th</sup> commonwealth games hosted by India, the media coverage of the celebrations following the T20 World Cup in South Africa in 2008, Indian premier league, or of Abhinav Bindra winning the Olympic shooting Gold, or of Saina Nehwal's triumph at the Commonwealth Games, of Sushil Kumar's wrestling at the Asian Games, have all in so many ways conveyed a sense of national pride, apart from inspiring many young children to take to sporting activities.

Coverage of crisis also brings to the fore the pro-social activities of the media. Crises emerge suddenly and affect large numbers of people, and media accounts very often project sad accounts of human misery or threats to lives and property. Crises could arise from attacks on political leaders (for example, the assassinations of Mrs. Indira Gandhi and Ms Benazir Bhutto), attacks from external forces (Kargil War), occurrence of natural disasters (Tsunami in December, 2006&2011), air, road or rail accidents, internal conflicts (communal or political riots) and terrorist activity (26/11 Mumbai attacks). During a crisis the media not only provides information and explanation on the event to the public, but also helps in solidarity and creation of public sympathy. Media may highlight the wisdom of the leaders and the bravery of rescue workers. It can make heroes out of ordinary men. Media promote stories of even small acts of bravery so that they keep on inspiring people to be brave. The acts of bravery reported by the media during the Nov. 26, 2008 terrorist attacks in Mumbai and during wartime instill a sense of patriotism in the minds of the people.

The media acts as a deterrent on corrupt practices and keeps a check on the working of the government. Media has significantly promoted social causes like literacy, health management, anti-dowry practices, discouraging female foeticide, AIDS awareness, etc. Entertainment media are very often used for socially positive purposes within a society, especially in developing countries where radio and television, as development communication media, have long been seen as effective tools for bringing about development and social change, teaching good things and instilling good values.

Family variety programmes and family ‘sitcoms’ are a great source of bonding and togetherness. TV need not be an antisocial element isolating one member of a family from the other. It can be an activity that brings members of the family together as they watch and discuss programmes together, leading to emotional and personal growth. One of the most impressive commercial successes was the Indian TV drama *Hum Log (We the People)* which in 1984 became one of the most popular programmes in the history of the Indian TV. Although it was a commercial entertainment programme, *Hum Log* had the overt purpose of advancing the status of women through dealing with such issues as domestic violence, dowry system, political and social equality of women and men, together with national integration and family harmony. In more recent times, *Balika Badhu* is also a popular tele-serial highlighting social concern, such as, widow remarriage, education of girls and child marriage. Programmes that provide a role model for empowering adolescent girls in societies are becoming very popular. The children’s knowledge is enhanced by watching different TV channels like the Discovery, quiz programs, News channel and speeches by famous personalities of different fields. The cartoon channels make the children happy. The games increase their logical reasoning, thinking power and grasping abilities. Different physical events like games, wrestling, athletics that are shown through media have a big influence on the children teaching them the importance of motor skills. Even today, students are encouraged to read the newspapers and to view TV channels for information and entertainment. By reading newspaper, the children’s reading habits develops and their vocabulary enhances by learning new words Media can play a major role in protecting and promoting human rights in the world.

#### 4.6.2 Negative Effects of Media

Media violence has been the subject of intense debate emphasizing the fact that media violence does have harmful effects, especially on children, leading to increase in fear, violent behaviour, aggression and desensitization. A more pervasive effect is that television de-sensitizes viewers to victimization and suffering. They lose the ability to understand the consequence of violence, to empathize, to resist and to protest. Surveys tell us that the more television people watch; the more likely they are afraid to go out on the street in their own community, especially at night. They are afraid of strangers and meeting people. A hallmark of civilization, which is kindness shown to strangers, has been lost. People have started becoming skeptical on the issue of human relationships. Many studies have shown a powerful link between times spent on watching television and the likelihood of obesity. Sleep problems have also been associated with television viewing. Overexposure to media may cause health problems also. The advertisements shown in TV and newspaper have got both positive and negative impact on children. They imitate super heroes they see in the screen which may cause danger to their life. The over exposure to media make them behave more aggressively, which spoils their future also. The children get immense pleasure in playing video games and spend hours together before computer, surfing through internet. The parents should make the children to play outdoor games and do physical exercises diverting their attention from media world. The culture of wrestle mania and UFC can give the children and adolescents the wrong values of dominating the weak. Critics are of the opinion that advertisements are more often deceptive and are used to appeal to the emotions of persons for selling products which may not be beneficial. The cutthroat competition in the media

is also blamed to lead often to sensationalisation of negative issues. For example, a crime would be reported as a headline whereas a deed of bravery and humaneness would be printed in a small column. The best example is the Arushi murder case which was shown for days together in almost all the Indian news channels whereas the plight of the street children are not at all reflected.

### 4.6.3 Mass Media and Children

Mass media has a very significant influence on the value development of the children. Most significant of such mass media is the television. The amount of media use varies with the interests of the child, the amount of time spent in seeing the TV that significantly influences a child's value concepts. Television is one of the most prevalent media influences in kids' lives. Watching TV is a daily pastime for nearly above 50 percent of children in India among both boys and girls. How much impact TV has on children depends on many factors: like how much they watch, their age and personality, whether they watch alone or with adults, and whether their parents talk with them about what they see on TV. Over the past two decades, hundreds of studies have examined how violent programming on TV affects children and young people. There is a growing consensus that some children may be vulnerable to violent images and messages. The major negative responses to media in children are analyzed below:

- Children, particularly girls are much more likely than adults to be portrayed as victims of violence on TV, and this can make them more afraid of the world around them. Some of the most violent TV shows are children's cartoons, in which violence is portrayed as humorous—and realistic consequences of violence are seldom shown. This affects the sensitive response of children to the world of reality. Some young children are more likely to exhibit aggressive behaviour after viewing violent TV shows or movies. Therefore parents should pay close attention to what their children see in the news since studies have shown that kids are more afraid of violence in news coverage than in any other media contents and this increases as children get older and are better able to distinguish fantasy from reality.
- Television can affect learning and school performance if it cuts into the time kids need for activities crucial to healthy mental and physical development. Most of children's free time, especially during the early formative years, should be spent in activities such as playing, reading, exploring nature, learning about music or participating in sports.
- TV viewing is a sedentary activity, and has been proven to be a significant factor in childhood obesity. Time spent in front of the TV is often at the expense of more active pastimes. According to the Canadian Paediatric Society, most food advertising on children's TV shows is for fast foods, candy and pre-sweetened cereals which affect children's growth.
- Kids today are bombarded with sexual messages and images in all media—television, magazines, advertisements, music, movies and the Internet. While television can be a powerful tool for educating young people about the responsibilities and risks of sexual behaviour, such issues are seldom mentioned or dealt with in a meaningful way in programs containing sexual content. Young children viewing ads on condoms, i-pill, under garments at times derive distorted meanings which are unhealthy.



(retrieved- <http://www.google.co.in/search?google images dated-28.4.2011>)

- **Video games**

Video games are a unique form of entertainment, because they encourage players to become a part of the game's script. Today's sophisticated video games require players to pay constant attention to the game, rather than passively watching a movie. This has both positive and negative impacts on players.

The most positive impact that video games have on children is that they improve manual dexterity and computer literacy of the players. Ever-improving technology also provides players with better graphics that give a more "realistic" virtual playing experience. However, numerous studies show that video games, especially ones with violent content, make teens more aggressive. The interactive quality of video games differs from passively viewing television or movies because it allows players to become active participants in the game's script. Players benefit from engaging in acts of violence and are then able to move to the game's next level. Although fewer studies have been conducted on interactive video games, evidence suggests that playing violent video games may have a more dramatic influence on the behavior of children and adolescents (Joint Statement, 2000).

(Available: <http://www.aap.org/advocacy/releases/jsttmtev.c.htm>.)

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## 4.7 EFFECTS OF TRADITIONAL MEDIA

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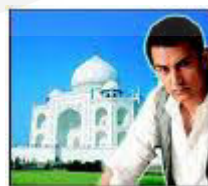
Apart from the above media the traditional media have been able to promote national development through the communication of social, ritual, moral and emotional needs. During our national freedom struggle, when the mass media was under the British colonial control, the folk media forms like *Tamasha*, *Bhavai* and *Nautanki* were

used by the freedom fighters to spread messages of patriotism. Even today, traditional media is used by the central and state governments to convey social messages to educate the masses, inter alia, on family welfare, developmental activities, democratic values and national integration. The folk arts like “*Dholki Baris*”, “*Loknatya*”, “*Jatra*”, “*Keertana*”, “*Puppetry*”, etc. have been used by a number of social workers, reformists and political leaders and developmental agencies to educate the rural masses and to disseminate new information. These traditional media will not only help in developmental activities but will also help in preserving and transmitting our culture, tradition and values to the next generation.

## 4.8 ADVERTISEMENT

Among all mass media constituents, advertising has a noticeably greater impact than news and entertainment media. Advertising is a form of communication intended to persuade an audience (viewers, readers or listeners) to purchase or take some action upon products, ideas, or services. Studies conducted by market research organizations have also indicated that there is a positive impact when consumers are exposed to informative ads that helped them make decisions by exploring the positives of products and the negatives of competitors. Studies have also shown that media exposure increased rationality in consumer’s decisions due to media contact. Instances of TV advertisements like on health drink, tourism, animal world, deforestation are very beneficial to the growing children.

These ads create a huge impact on the mass audiences of India. For example, the “*Jaago re*” campaign which promotes a popular brand of tea, was aimed at making people aware about exercising right to vote and has been well received by viewers. The *Athithi Devo Bhava* campaign of India’s tourism emphasizes the traditional Indian culture and values of respecting guests. In an age when people easily succumb to visual appeal and economic imperatives of the advertising image, these ads are taking a step forward and doing a lot more than just selling. Advertisements have a broader context and newer canvas.



Examples of TV advertisements (<http://www.google.co.in/search?google images> retrieved dated-28.4.2011)

### Check Your Progress 2

(i) Mention two positive effects of media?

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(ii) What is advertisement?

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(iii) Mention two disadvantages of viewing television?

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## 4.9 LET US SUM UP

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People are influenced by multiple things in life including relationships, family, parents, friends, experiences, intellect, education, religious beliefs and convictions. Media is only one of them though more powerful than anything in previous existence for influencing people into certain modes of belief and understanding within society.

We are living in a mediated environment and we should be adequately equipped to live in this environment. One way of doing this is through ‘media literacy or education’. Media literacy may be defined as the ability to access, analyze, evaluate and process media. Its goals are to teach the children to use media consciously and selectively and to think critically about media messages and images. Media literacy may be a formal curriculum in the classrooms of institutions of learning or more informally of responsible parenting. . Mediation of values can be a part of the training of teachers, so that they could in turn nurse and train impressionable young minds in the discrete and wise use of the media, in other words, of what to make of the media.

Parents need to know what children are doing on social net working sites just as well as being aware of what they are viewing on TV. With media education, the media’s messages for violent retribution, ungodly behavior and material worldliness would no longer be the preferred model, but instead family based values and religious morals could once again take precedence.

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## 4.10 ANSWERS TO CHECK YOUR PROGRESS

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### Check Your Progress 1

- a. Print media, electronic media, mass media, and social media.
- b. Social media is meant for social interaction by using web-based technologies like face book, Twitter you tube etc

- c. Speech, script, print, telecommunications, and digital technology are the different stages of media evolution.

### Check Your Progress 2

- (i) a) Their knowledge enhances by watching different TV channels like the Discovery, News, and quiz shows etc. b) The games increase their logical reasoning, thinking power and grasp of things.
- (ii) Advertisement is a form of communication intended to persuade an audience to purchase or take some action upon products, ideas or service
- (iii) a) Some young children are more likely to exhibit aggressive behavior after viewing violent TV shows or movies b) Viewing television is a sedentary activity and has been proven to be a significant factor in increasing childhood obesity.

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