

CHAPTER 1

INTRODUCTION

1.0 Introduction

The term mass media there are eight types of mass media. The eight media are:

- Book
- News papers
- Magazines
- Recording
- Radio
- Movies
- Television
- Internet

Mass media is media which is intended for a large audience. It may take from of broadcast media, as in the case of television and radio or print media, like newspapers and magazines. Internet media can also attain mass media status and many mass media outlets maintain a web presence to take advantage of the ready availability of internet in many regions of the world.

Media plays a very important role in creating awareness. There are certain issues which remain untouched among youngsters as they feel guarded media helps in providing information regarding such topic. There is procession taken out by student in order to object regarding this discrimination. Mass media is a instrument through with society can be know about world. Through mass media people can communicate or share their ideas, thoughts, emotion ect. There are so many types of mass media with help us to share attitude also. Now a day's mass media has grown in to major enterprise.

The mass media of communication help to share the student's attitudes, condition his behavior and influence his thinking. Some time student's behaviors also changing by mass media. Mass media influence the student's positive and negative some time student's interaction by television programme which is n English. Mass media communication is a relatively recent development in students some negative influence raised like students spend time in watching television. Student who listens to action programme on the radio clutch furniture television is a very popular and powerful medium. It can move its audience to terms and to action. In education context the programmes should be planned in such a way that they support learning, within a classroom it is a support to teaching. It is not a logical process, it is haphazard random process sometimes one knows things sometime one think one knows things. What learning is about is about is rehearsing of new idea and fitting it in to the mind to make sense with these things that one already think one knows things. So mass media effect on student's learning.

Television is a very popular and powerful medium. It can move its audience to tears and to action. In educational content the programs should be planned in such a way that they support learning. Within a classroom it is a support to teaching but there is a difference between teaching and learning. Teaching is what a teacher does in the classroom. It involves an adult reflecting on things which he/she knows, bringing them together in a structured manner, where links between the ideas are obvious and familiar and presented to children. Whereas learning unlike teaching is not a well defined activity which moves unambiguously from place to place. Learning is not a logical process it is haphazard random process.

If children watch good educational programs on TV they can learn many new things very easily. They can learn about places they have never been to and animals they have never seen and they could learn about new scientific discoveries. TV can be a medium for education. It is important to choose the right TV programs for the age of the child. This way he/she can learn useful things. The right shows can help him/her develop his/her imagination.

Positive Effect of Television

- Television helps people to learn about other cultures so it's easy to teach sociology.
- Educational programs can teach student new things, and even help them make new friends.
- News, current events and historical programs can help students know out more about other cultures and people.
- Documentaries can create a picture of the world in student' minds.
- The cartoon channels make the children happy.
- Cultural programs can show students the world of music and art.
- Some channels like Discovery they provide knowledge about History, Geography and animals.

Negative Effect of Television

- First of all television is a wastage of time instrument for students.
- Some bad serials come on, so that student knows about guns and they take with guns in school.
- Some horrible serials broadcast which also influence negative nature and they are afraid of some things.
- Now days, cartoons influence students so that they all time watching television and don't go school some time they forget their fast.
- Watching television they are influenced by political reactionary nature.
- Student watch action films and they imitate Don in school and fighting with each other.

1.1 Statement of the Problem

What is the Teachers' Perception of influence of Mass on students' learning at secondary level?

1.2 Operationalization of Terms

1.2.1 Teachers' Perception

Perception is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about properties and elements of the environment that are critical to our survival. Perception not only creates our experience of the world around us; it allows us to act within our environment.

Teachers' perception of influence of mass media on students' learning at secondary level considered that what the views of teacher regarding with Television are. Is the TV affecting positively on students' learning.

1.2.2 Mass Media

Mass media is media which is intended for a large audience. It may take the form of broadcast media, as in the case of television and radio, or print media, like newspapers and magazines. Internet media can also attain mass media status, and many mass media outlets maintain a web presence to take advantage of the ready availability of Internet in many regions of the world. Some people also refer to the mass media as the "mainstream media," referencing the fact that it tends to stick to prominent stories which will be of interest to a general audience, sometimes ignoring controversial breaking news. Many people around the world rely on the mass media for news and entertainment, and globally, mass media is a huge industry.

Usually, mass media aims to reach a very large market, such as the entire population of a country. By contrast, local media covers a much smaller population and area, focusing on regional news of interest, while specialty media is provided for particular demographic groups. Some local media outlets which cover state or provincial news may rise to prominence thanks to their investigative journalism, and to the clout that their particular regions have in national politics.

1.2.3 Secondary Level

Secondary school is a term used to describe where the final stage of schooling, known as secondary education and usually to a specified age, takes place. It follows elementary or primary education, and may be followed by university (tertiary) education. There are many different types of secondary school, and the terminology used varies around the world. Children usually transfer to secondary school between the ages of 10 and 16 years, and finish between the ages of 16 and 19 years, though there is considerable variation from country to country.

The Secondary Education which serves as a bridge between primary and higher education is expected to prepare young people between the age group 14-18 in the world of work and entry into higher education. The Secondary Education starts with classes 9-10 leading to higher secondary classes 11 and 12. The relevant children population at the secondary and senior secondary level

1.2.4 Television

Television is the audio-visual non-literary media having the additional advantage of being able to use visual cues to reinforce the information being presented in spoken form. The potential of television as an educative device is very great. TV programs are telecast through satellites. The satellite TV offers a dazzling array of channels and programmer choices in many different Channels. Media discourse provides a fertile ground for traditional cultural learning, even as it provides opportunities to entertain and educate the viewers in novel and wholly modern ways that work against traditional values. Unfortunately, TV is more cinema-centered than

radio. Entertainment takes precedence in TV. The impact of TV on students' learning, in terms of their structure, so far seems to be negligible. Privately owned TV channels often follow the models set by the leading newspapers in their coverage.

T.V is a demand and supply situation. Presently everything is revolving around family dramas and prior to this it was thrillers. What the audience is seeking is being catered to.

1.3 Objectives of the Study

- To study the teachers' perception about Mass Media.
- To study the teachers' positive perception about mass media on the students' learning.
- To study the teachers' views about selected serials and their effect on students' learning.
- To study the influence of Mass Media on students' learning.
- To study the students' views about television.
- To compare the views of students and teachers about T.V.

1.4 Delimitation of the Study

- 1) The study is delimited to only Gujarati Medium school Teachers and students of Thasra Takuka only.
- 2) The study is delimited to only television as Mass Media.
- 3) The study is delimited to only 9th std. (secondary level).

1.5 Research Questions

- 1) What is teacher's perception of influence of Television?
- 2) According to teachers what is positive effect of mass media on students' learning?
- 3) How does T.V affect students?
- 4) How does action movies or serials telecast on T.V affect on student's learning?

5) According to students what is effect of T.V on their learning?

1.6 Rationale of the Study

The researcher has selected this topic because in 21st century, mass media performs important role and now a days there are hardly any home without television chores of the poor people are influenced by television.

The researcher has selected this topic because the researcher wants to know teachers' views about effect of T.V on students' learning.

The researcher has selected this topic because the researcher wants to know the perception of students about Television.

1.7 Scheme of Chapterization of the Study

The first chapter of the dissertation is the dissertation introduction. The introduction chapter of the dissertation is the first chapter and it sets the stage for what will be presented in the pages that follow it. The researcher does not go onto detail here, but the researcher describes what should be in the later chapters of the study.

The introduction chapter of the study Dissertation includes:

- A statement of the study problem
- A brief overview of the study,
- The significance of the study,
- Objectives of the study
- Research questions
- Delimitation of the study

Chapter 2 should convince a reader that the topic of the dissertation is important and that the method of inquiry is likely to make a significant contribution to the topic. In this chapter, the researcher has the opportunity to appeal in a less formal way to practical and conceptual issues that the dissertation should be able to inform.

If there are unusual terms to be used in the text, this is the chapter where they should be first introduced.

Chapter 3 is more formal than chapter 1 and 2 are presents a critical analysis of prior scholarship related to the central questions of the dissertation. The literature review serves several purposes:

- It identifies chief researchers and documents in the community of scholars to which the dissertation is meant to contribute.
- It identifies areas of consensus, dispute, and ignorance in the scholarship of the field and evaluates the nature and quality of support for various contentions.
- It draws new insights or new questions from the literature to offer a conceptual or theoretical framework in which the dissertation should be understood.
- It prepares the reader to appreciate how the dissertation will contribute significant new understanding to this framework, a point that is more fully developed in chapter 4.

The format of chapter 3 varies considerably depending on the quality of the literatures being reviewed and the degree to which the literatures emerge from a single or multiple research communities. Headings are useful ways of organizing a literature review presentation. Some reviews warrant tables that give brief summaries of collections of studies. In any event, the literature review should not merely describe prior studies, but build a reasoned and well-documented case for specific conclusions and for the significance of the dissertation research.

Chapter 4 of the dissertation presents the method by which the researcher collects and analyzes data for the study. It should provide a clear enough picture of what was done to allow readers to evaluate the validity of the study conclusions or emulate research strategies in another setting.

Chapter 4 should begin with a reiteration of the purpose of the study and the guiding questions or hypotheses described in chapter 1 and 2. A full presentation of your methods should include:

1. Subjects and setting. The characteristics of participants of the study, how they were selected, and the setting of the study should be presented in detail.
2. Apparatus and instrumentation. If the researcher used any tools or instruments that might be important for readers to understand these should be described in detail.
3. Data collection procedures. The readers should be given a thorough description of all the steps involved in data collection. Efforts to protect the reliability of findings and the validity of inferences should be detailed.
4. Data analysis. Regardless of the data collection method you use, some analytic strategy must be applied to make sense of the observations. Chapter 5 should describe the analytic strategies you intend to employ and a rationale for their use. To the degree that you can expect your readers will be unfamiliar with your strategy; you will need to provide greater detail. Methods of “data cleaning” and refinement, categorization schemes and how they were developed, data transformations, statistical tests, and checks on the validity and generalizability of conclusions are suitable topics. You provide sufficient information for readers to determine the reasonableness of the conclusions.

Chapter 5 of the dissertation summarizes and analyzes the study's data with only minimal interpretation. This chapter should bring your readers as close as reasonable to the original data and experiences of your study. This gives the reader some chance to form his or her own inferences from your data and match them against your own conclusions in chapter 6. It should begin with a brief review of the purpose of the study and the research method employed. Indeed, these questions could be used as headings for sections in which findings relevant to the questions are presented. The results should be presented first in their simplest form later in more complex forms.

Generally, interpretation of findings is reserved for chapter 5, but if the study is very complex, readers are likely to become bored reading page after page of uninterrupted results. Sometimes it is useful to highlight the most important findings both in the text and in accompanying tables and to draw some simple conclusions in anticipation of more developed discussions in chapter 6. It is certainly possible that your results might require several chapters to present.

Chapter 6 is perhaps the most crucial because it presents the researcher's contribution to the research literature and because some cursory readers will attend to this chapter only. Therefore, it is typical to summarize briefly essential points made in chapters 1, 2 and 3: why is this topic important and how was this study designed to contribute to our understanding of the topic? The remainder of the chapter teases out the implications of the study's findings. These implications can be grouped into those related to theory or generalization, those related to practice, and those related to future research, and separate sections with corresponding headings are good organizers.

No new data or citations should be introduced in chapter 6, though the researcher should refer liberally to findings or citations presented in earlier chapters. Here, however, new frameworks and new insights can and, hopefully, will be articulated. The last words of chapter 6 should give the "walkway message," the enduring ideas or conclusions that the researcher wish readers to keep when they are done.