
UNIT 8 GROWING UP WITH MEDIA

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8.1 INTRODUCTION

Children now-a-days are going online at younger ages with the rapid increase of various devices in the market like tablets and touch screen devices. Number of children using such technological gadget sitting at home, at school, at cafe or at friend's place has been increasing over time. In fact, in this present day scenario, media is like the peer who is there available 24x7 with the children and influences their mental, emotional and social well being. Thus, we may say that such technological innovations act as a dynamic and disruptive force, be it television, movies, books or the ubiquitous universe of digital media, transforming the role of media in the lives of children and adolescents. Children and teens are 'digital natives,' drawn online from infancy to engage in an ever-changing digital ecosystem that is enhanced by mobile media.

Role of media in children's lives has generated the following questions:

- How long do children interact with different types of media?
- How do children use media?
- How do media impact on children's lives?

In this Unit we will be mainly concerned with the third question, as this has most important issue relating to children's development. As teachers or prospective teachers, we need to understand the impact of media upon children and find ways and means to channelize this force in a constructive way in the lives of children, the citizens of tomorrow.

8.2 OBJECTIVES

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

- identify the influences of gender stereotypes in media;
- elaborate upon the impact of gender roles in advertising;
- discuss the relationship between social media and creativity;
- describe how peer culture influences gender stereotyping;
- discuss the strategies to be used by teachers and parents in diminishing the negative influence of media on children;
- critically analyze media messages and programmes; and
- sensitize teachers and parents about their roles in regulating media influence.

8.3 CHILDREN’S USE OF THE MEDIA

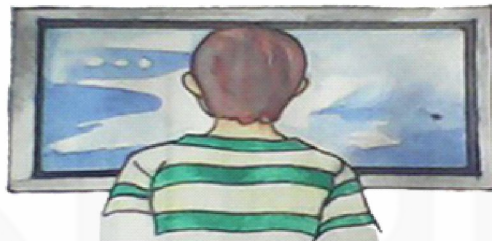


Fig. 8.1: Child and television viewing

Children’s lives are dominated by media—from traditional television to the ‘new media’ such as iPads, tablets, apps in mobiles, and social media. Today’s children are spending an average of seven hours a day on entertainment media including television, computer, cell phones and other electronic devices. Studies have

shown that excessive media use can lead to attention problems, school difficulties, sleep and eating disorders, and obesity. In addition, the internet and cell phones can provide platforms for illicit and risky behaviours. Therefore, the role of parents and teachers assume great significance these days as our children get exposed to many undesirable patterns on line which is not good either for their mental health or physical health.

Media which comes under interactive technology is considered as a cultural tool for mediating social interactions, thereby placing the socio-cultural theory of Vygotsky relevant to contemporary communication researchers. The two tenets of socio-cultural theory- (1) dominant activity and (2) the zone of proximal development resound deeply with children’s lives in the digital age. According to Vygotsky, the dominant activities are pervasive among children within a particular culture. In the digital age, engagement with media and interactive technology should be considered as dominant activities for children. Therefore, it is important to consider use of media as a dominant activity which affect children as well as shape the larger cultural landscape.

The tenet of ‘zone of proximal development’ (ZPD) provides an explanation for how the child learns with the help of others. The ZPD is the distance between the child’s actual developmental level and his or her potential level of development under the guidance of more expert adults. Using media as a means of social interaction, the child learns by constructing his or her understanding by social events in the world. This phenomenon is known as scaffolding. For example, the internet helps children access adult-targeted sites and thereby increases their knowledge in various topics.

8.3.1 What do children do online?

Due to enhanced and easy accessibility to internet, children from very young age become ardent social media users. They play games on internet, use Face book, You Tube and Google in a heartbeat. Most of their time is spent on texting, commenting and posting their own status updates. In other words ‘they like, they post, they share’ what they want. And they value it very much.



Fig. 8.2: Child’s use of iPad

How can media benefit children?

There are various ways in which media benefit children. Let’s have a look at the ways in which younger children are benefitted:

- There are various computer games and educational apps which make learning of *literacy skills* interesting and funny as well.
- Children seem to enjoy getting familiarized with various shapes and sizes, counting, addition, subtraction etc. thereby learning *numeracy skills*.
- Interestingly, children also develop helping behaviour in terms of cooperation, coordination, sharing, giving way, taking lead, etc. in terms of playing computer games and using educational videos, thereby acquiring *social skills*.

The older children also get benefitted in different ways:

- They learn to develop *critical thinking* and *problem-solving* skills through various apps and games meant for their ages. The teacher needs to keep herself/himself abreast of these technological advancements.
- They also learn *family values* and learn to adapt gradually and adjust themselves in their wants by observing other people’s needs and interests. This happens through various social games and quizzes which are available in terms of educational apps.
- There are also apps which seem to develop *creative thinking* too and give huge impetus to developing imaginative vistas in their fertile mind. The teacher just needs to light the spark in terms of creative arts, clay modeling, graphics and designing etc.

Adolescents too benefit in a number of ways:

- They learn to develop *social skills* and *online etiquettes* in dealing with people organizations.
- They get *access to various information* related to their future careers. For example, a student who wants to prepare for various competitive examinations will have ready access to many websites which can help her/him.
- A student who wants to



Fig. 8.3: Access to internet

learn guitar can have online access to various tutorials who will teach her/him how to play guitar.

- They can also *improve* their *general knowledge* and hone up their *political awareness* which will be of immense help to them for competitive exams.
- They also learn good moral behaviours by watching serials which emphasize on instilling good values in oneself and the significance of it as well.

Check Your Progress 1

Notes: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the unit.

i) Elaborate with examples, how media can benefit younger children.

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ii) Do you think that media can benefit adolescents? Give reasons for your answer

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8.4 CONSTRUCTING GENDER STEREOTYPES IN MEDIA SPACE

Before going into the details of gender stereotyping in media, it is useful to analyze the way how gender is represented in media. The following questions help us focus on differences in the portrayal of men and women in television programmes and advertisements:

- Are males and females evenly distributed in media or is the balance skewed?
- Are female reporters limited to certain subjects?
- Are traditional gender roles reinforced-for example, females in family life and males in occupation outside the home?
- Are independent and active females pictured as superwomen and other women as docile and emotional?
- Are females depicted primarily as the objects of male desire?
- How are females portrayed as victims of violence?
- Does the representation of females help us understand the various dimensions of females in terms of interest, aptitude, personality, etc.?
- Do media programmes reflect multicultural diversity?

Media is really instrumental in shaping the way we think about gender stereotypes. In fact media promotes gender stereotypes in various ways. Young boys and girls learn and enact the roles which they watch on TV, magazines and newspapers. In

addition to this blurred reality, women are portrayed with ultra-thin and so called “ideal” bodies and men are shown with over-the-top defined muscles. These stereotypes can give your child the wrong message about what the rest of the world looks like.

Let’s discuss gender stereotypes in media in detail.

8.4.1 Gender Stereotypes on Television Programmes

Technological advancements during 1990’s made media presence felt by the Indian masses in terms of opening up great variety of TV programmes which were hitherto unavailable. There was hope among TV viewers that they would get a lot of information through various programmes and will be able to watch world news and things happening globally. However, unfortunately, TV ended up being a means of infotainment rather than what people had hoped for. Lots of eve-teasing scenes and domestic violence scenes are shown rampantly leaving indelible mark on the young minds.

The working woman is the epitome of modern values while the housewife embodies Indian values – here modernization and westernization are equivalent to moral degradation. Many serials depict the newly married daughter-in-law being showered household responsibilities and her young adolescent brother-in-law/sister-in-law enjoy her discomfort as she gets a scolding from her mother-in-law. All these visual exposures are imbibed by today’s generation. In such scenario, a teacher’s role becomes very significant and s/he can actually play the agent of social change by having discussions in the class on social evils pervading the Indian society. During such discussions s/he can actually mould the young minds as to what is right and how the wrongs in the society can be set right. This is the stage to implant such positive seeds of thought in young minds and teacher is in right position to do so. In fact, it is very rare to find serials which show women doing well in both personal and professional roles. The women today, unlike shown on TV, are forging ahead to meet the challenges involved in coming out of the traditional cultural barriers and also asserting their independent identity.

Activity 1

Case 1: *Ashie, a 14 year old girl studying in Class VIII did not respond at all when her father once shouted at her in a playful manner. Her mother had expired a few years back and her paternal grandmother was brought in to look after her. He was surprised as Ashie was the girl who would always answer back even when she was in the wrong. On some other occasions when she showed the same behaviour when her father scolded her for something – it troubled him as it was totally unlike her “normal” behaviour. He met the class teacher and shared with her this dilemma. Gentle probing revealed that her grandmother had told that all wives get a scolding from their husbands so she should get this training of not answering back from that age itself. She would show the serials which propagated this belief and the poor girl was in the state of traumatized conflict.*

1) If you are the teacher of Ashie, how would you help her?

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8.4.2 Gender Roles in Advertising

Gender equality seems a far reality when popular media seems insistent on portraying gender roles in very “traditional”, “outmoded” ways. Certain aspects that deserve attention from a gender perspective are listed below:

- Portrayal of females in terms of the interplay of their personal and professional relationships. For example, when a female is depicted as working outside the home, is she also portrayed as strong in terms of her personal relationships, or is she depicted as confused in need of male support?
- What is the gender environment when females are portrayed as heading new roles, for example as police officers?
- How is the family structure depicted? Who is the focus of family life and activity?
- How are males and females depicted in terms of emotions?

Traditional Gender Stereotypes in Advertising

In general, review of the advertisements, anytime, anywhere, reveals that:

- Females are shown in submissive roles or very provocative roles wearing seductive clothing;
- Females are generally shown as product users rather than as competent authority;
- Females are shown either doing domestic work or in a home environment rather than at work.

Overall, there is clear evidence that portrayals of men and women in advertising are not equal, but rather conforms to common beliefs about appropriate gender roles and gender stereotypes. Go through the following case:

Case2: Aditya, a good looking 14 year old boy studying in class VIII wants to be a model as he grows up. So far so good. But he has stopped studying seriously and says “to be a good model you do not need to be good at studies and models earn more than these studious studs”. Fortunately, his parents and class teacher coordinated together to make him see reason and they were able to convince him with their patience and understanding.

Here, a teacher’s role is immense as s/he is dealing with such students in the class and can help them understand their problems, queries and dilemmas. Also, a teacher needs to realize that adolescence is a stage of rebellion as they are growing up. Therefore, a teacher is in a far better position than the parents to shape the young minds in the right direction.

Check Your Progress 2

- Notes:** (a) Write your answers in the space given below.
(b) Compare your answers with the one given at the end of the unit.

Have a look at the pictures and answer the questions given below:



Fig. 8.4



Fig. 8.5

i) What do these pictures convey?

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ii) How is gender stereotypes propagated in these pictures? Give reasons for your answer.

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8.4.3 Depiction of Children and Adolescents in Media

The portrayal of adolescents is not fair in media. Many media portray adolescents as emotional, overly dramatic, immature and unable to take rational decision. These adolescents in the media are shown partying and going on adventure trips which make the adolescents watching them in media feel quite unreal – as they are the ones doing all the less significant work like finishing homework in time, studying, revising and trying to work really hard in a competitive manner. These portrayals make the adolescents feel that they are missing out on components of “experience” that the media likes to exaggerate.

Children are depicted as manipulating their parents to buy for them what they like from the depiction in the media, which may not always be the case in real life. The adolescents are either depicted as very obedient and conforming to the norms and all hell breaks loose on them when they move away from the “protected” fold of the parents. An adolescent with issues in real life is not depicted in a fair manner which leads to unrealistic role models / icons in the eyes of today’s adolescents.

Case 3: *15 year old Sonia, studying in class IX is emotionally attached with the tele character she sees on the TV everyday. In the serial there are 3 school girls vying for his attention. Gradually, her interest in academics has started diminishing and she started caring more for her appearance, looks and dresses. She made her mother buy a most expensive dress for her birthday party because she wanted to compete with the three girls on the TV who were trying frantically to catch the attention of this batch mate of theirs. Her parents did not realize what was going on but were upset with her errant behavioural changes.*

Luckily, her class teacher too noticed these changes in her and gentle persistent probing led to many cues and clues about the changes which were going on inside her. And finally, she could get rid of this ardent desire of hers to woo a boy whom she meets on television everyday.

The above case makes very clear that a teacher’s role is immense in dealing with adolescents in the class. While teaching their topics/subjects in the class, they should keep an eye about any untoward changes happening in their students. They should view their students as growing individuals and also pierce through their invincible barriers they weave around themselves as they become adolescents.

8.5 IMPACT OF MEDIA ON CHILDREN

The risks and opportunities of the changing media and communication environment raise new questions in the lives of children in the digital age. In this digital age, the impact of media on children’s attitudes, beliefs and behaviours was primarily examined through the social and psychological study. Media is impacting childrens’ lives in various ways. The way they behave, the way they look and are looked at are all influenced directly or indirectly by media. Media sells dreams and adolescents just buy them without thinking of the consequences.

Case 4: Rohan, a timid 15-year-old boy of class IX was going through a trauma in the school which his peers and teachers were unaware of. He was being physically abused and bullied by one of his overgrown classmate. He would touch him inappropriately in toilets and would do various things in his private parts. Rohan was too angry and frustrated but did not have the confidence to report to his class teacher or even tell his parents about it. One day, he got an idea from a TV programme and next day he confides to a matured friend and lured his class fellow to the toilet where they took revenge of him.

In this case, even though Rohan was a victim, his teachers or his parents should have noticed something amiss in his behaviour as the abuse had been going on for months. It was this frustration which led to this violence guided by some programme on TV.

Teachers have to develop a “third eye” of noticing when things go amiss and the student manifests such deviations in various ways over some time like the eye movements, frown on the forehead, lowering of concentration, absenteeism, etc. These tell tale signs reflect a lot about what is going on and teachers have to learn to develop the ability to understand her/his children.

In the following section we will learn more of the impact of media on adolescents.

8.5.1 Media and Learning about the Social World

Case 5: Swati was a cute 14-year-old in class VIII who was very focused on becoming a doctor. But slowly, her behaviour started changing. She was gradually becoming dreamier in the class, less focused and less regular in doing home work. If she was ticked off in the class for becoming dreamy, she would start crying. Gentle probing by her science teacher revealed that she was developing poor image of her body because she thought

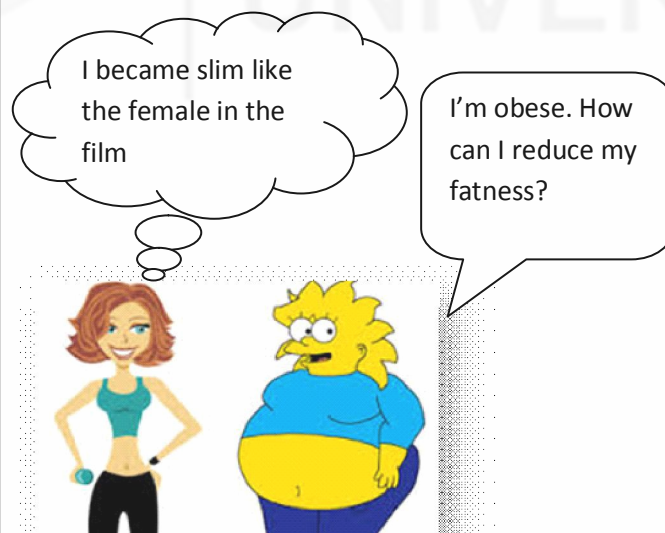


Fig. 8.6: Developing sense of image of one’s body

she was obese and thus sinking into depression.

Her teacher's persistence and perseverance helped her come out of this dilemma and she was on the track once again in studies. There are various things one learns from the social world. Let's have a look at the following:

- **Sex in the media**

There are various ways in which sex is shown in the media, through pictures, language, songs, actions, provocative dresses/ content and so on. All these audio visual contents leave their imprint on the delicate mind of a child.

- **Violence in the media**

These days, many juveniles have admitted that they were motivated to do a particular crime by watching TV or reading about it in the newspapers. Most kids know that violence is not the answer but the media contradicts this learning. Teachers have to keep on explaining to the child in various ways at varying times that violence in the media is for entertainment only and not for realistic problem-solving.

- **Obesity and the Media**



Fig. 8.7: Obesity and the media

It's a vicious cycle here. The issue of pencil slim figures or zero sized figures is highlighted by the media and children get enamored by the hefty pay packet which these young heroines/models earn, which make them seem that money comes without any hard work unlike that associated with studies and examinations.

Also at the same time, the number of hours they sit in front of the TV adds to their physical lethargy leading to obesity and related issues. Teachers have to keep on warning children and the parents about this malaise. The information which children may not be able to "lump in" from their parents may be able to take it from their teachers. Therefore, teachers have a greater role in shaping the young minds especially adolescents who are going through several turmoil – physical and mental.

- **School Performance and the Media**

Overexposure to the media is also linked to poorer academic skills. Teachers have to develop the skill of letting students know the adverse effects of media if they feel that the children are becoming under-achievers.

But the media does not always negatively impact the child. It can also be beneficial for the children. It can also help them learn independently, communicate, have fun, relax and grow up.

8.5.2 Social Media and Creativity

There are certain media benefits for children and adolescents. Researchers have shown that video games can have a positive impact on children. When played in moderation such videos have improved children's motor skills, hand-eye coordination, problem solving skills and creativity.

Television, movies, computer games and the internet have also shown a positive influence on children; especially when the teachers and parents get involved in their lives in using them and help them make good choices.

Case 5 : *Astha is a budding 16 year old class X student whose aim is to become an engineer. She knows that her father may not be able to fund her studies abroad but that is her aim. Her teacher told her about finding profiles of various US Universities on the website and she started applying for fees waiver and to find out other benefits which may be available. She is happily doing the same in her free time while studying hard to improve her academics.*

In this case, Astha's teacher is giving the right guidance to her and she is able to use the internet creatively to suit her needs. Adolescents can also be media creators, not just consumers. Some adolescents as amateurs start making their own movies, taking photographs and creating online content which helps them develop critical thinking, social, technical and artistic skills.

Teachers can help the children get media benefits by telling them to visit quality websites, encourage them to use educational software which offers extra learning opportunities. They can also suggest the students to look for TV programmes and movies that give children the chance to find out about places, animals, people, ideas, and issues and cultures which otherwise cannot see or connect with. These can inspire them to try new activities and think about their new ideas. Some movies and TV programs can expose the children to **diversity**, especially ethnic diversity, which is a good thing.

Software, apps and websites that get children drawing pictures or making up stories or rhymes can **foster creativity**. For adolescents, especially, this can also be a way for them to express their ideas and feelings. This way teachers will pave way for developing media related creativity and sensitivity in the adolescents.

8.5.3 Media and Peer Culture

Peer influence on a child is very strong especially during adolescence. The adolescents' thoughts, behaviours, actions, attitudes, opinions, etc. are all shaped by their peers and they also like to emulate the group they are in. Peer interaction about media content set up norms for acceptable content for the group and decides which media they should use. Shared media use such as mobile phone, WhatsApp, laptop, etc. is another way whereby media penetrates into the peer culture.

Case 6: *Sanjeev, a 14-year-old-boy is very conscious of the fact that his father is a sweeper. His ambition is to study abroad. But he knows that his father will not be able to afford this. So, in his own way he found four like-minded friends, spoke to his class teacher for guidance and accordingly they approached a bank for an educational loan who guided them for further paper work. All this procedure took a few years. But at age 18, these four adolescents are now in Denmark pursuing their educational dream.*

Here, the role of the teacher is significant, who when approached, was able to give wings to their dreams by giving appropriate guidance at the right time and channelized their energies in the right direction.

8.5.4 Media Violence in Children's lives

Read the following case:

Case 7: *This is a true report of the British 14-year-old Hannah Smith who turned to popular social networking site Ask.fm in July 2013 for getting assurance from others. Stressed out from studying for exams and anxious about the return of eczema that made her feel ugly, Smith opened up about*

her feelings on the site, which allows users to pose questions and others can respond to anonymously. The responses came in quick succession but some anonymous people told her to kill herself online which she did promptly. Her father demanded action against the site for cyber bullying.

Source: Johnson, Chandra (May 28, 2014). Growing up digital: How the internet affects teen identity. Retrieved from <http://national.deseretnews.com/article/1553/growing-up-digital-how-the-internet-affects-teen-identity.html>.

Through this case we see that adolescents’ need for validation and confirmation that you are ok is so huge that its denial may result in severe identity crisis. They will go to unknown sites to have this validation from unknown people that they are ok because they do not get it from their parents or teachers or significant others in their lives. Media may often play a positive role, but at times, a negative role too as in this case. The teachers need to stress such fact of cyber bullying to the students in the class. At the same time, they must be sensitive about such issues when they themselves deal with non-compliant adolescents at school.

Online vs. real-time identities

Many adolescents view their online and real-time identities as identical and it can be a recipe for disaster. They don’t have the impulse control to understand the damage they can do to themselves online. Some children are affected by digiphrenia. Digiphrenia is the experience of trying to exist in more than one incarnation of oneself at the same time. Many adolescents today develop this kind of disorder.

Here again, teachers’ role is very significant.

***Case 8:** Anitta, an eleven year old girl studying in class V was gradually showing withdrawal behaviour in the class. She was not interacting much with her class fellows and was becoming absent-minded in the class. Her parents also reported that she was becoming quieter and stopped taking any interest in studies. She wept very often and was seen spending more time in front of the mirror. The school counselor told her class teacher to talk to her gently and probe delicately with her. Preliminary probing revealed that she was going through the trauma of cyber bullying on the web. Some people had poked fun of her looks in the picture she had posted of herself and it was difficult for her to deal with the comments.*

In this case, teacher gradually, helped her come out of this dilemma and made her realize the difference between real world and online world. Subsequently, smile was back on Anita’s face again and she was once again the cheerful girl she used to be.

Activity 2

Conduct a study in your classroom to find out the types of media use by adolescents. How did their use of media influence their development in positive and negative ways?

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8.6 ROLE OF TEACHERS AND PARENTS

Though we have discussed in brief about the role of teachers and parents in different contexts of regulating the media influence on children and adolescents, in this section we will elaborate more on their role. Teachers and parents need to play a more proactive role in shaping the young minds in the classroom and at home. For this, the teachers require training and sensitization to first unlearn their own biases and pre-conceived notions. Once sensitized themselves, they can play a crucial role in creating the right environment free from gender bias. You can conduct workshops on parenting to sensitize them about the kind of exposures the present lot of students are privy to and ways to deal with these issues. You will also learn from such workshops about dealing with such sensitive issues in daily life.

Some of the following suggestions can be given to parents:

- Adopt co-viewing as a form of intervention. For example, when watching a violent programme, parents can explain the effect of violence in one's lives.
- Discuss with your children about the concept of cyber bullying as they start becoming active in the online world.
- Make regular dialogues an integral part of everyday parenting.
- Setting up home rule time in terms of number of hours allowed being online.
- Model the kind of online behaviour you would like them to be.
- Discuss about the undesirable behaviour they get exposed to online and what is wrong in those. This will help develop good quality parent-child relationship and the children will be more receptive to what the parents value.

Teacher educators can also guide schools to be sensitive about such exposures and how to cope up with these while the children are with them in school. Little minds get confused with so many conflicting exposures they see online and in real life as well.

In-service teacher training workshops can deal with the issues of the following kinds:

- Sudden changes in children's personality and behaviour like getting irritated more often, getting more weepy or withdrawn, etc.
- Unexpected changes in friendship groups
- Social withdrawal – less interaction with fellow-students
- Loss of concentration
- Less interest in schoolwork
- Absenteeism
- Decline in physical health
- Increased negative self- perception

Case 9: Shama used to be a healthy fun- loving 13 year old girl who came from a middle class background. Daughter of a Government official, her dream was to become an engineer. Her teachers did not notice any change in her, but one day her parents brought her to school with various complaints like she was becoming more aggressive, disobedient at home and refuses

to take food. Gentle probing by the school counsellor revealed that she was teased by her classmates for putting on weight and acne on her face. She was crying when she spoke about these issues. She told the counsellor, “ I am overweight. I look so bad. What will I do in life? No one will even look at me. When I see all those beautiful girls on TV, I get angry with my mother for not making me beautiful.”

In this case, the teachers and parents have to reassure the child about her perceptibly wrong image of her body so that she comes out of her dilemma and is able to focus on the present. Therefore, the role of parents and teachers is immense especially in dealing with adolescents who are really hypersensitive at this stage and age. As parents and teachers, they should respect and accept opinions and feelings of adolescents, and also correct those if they are wrong. It is also important to teach media literacy to help children understand how the media are trying to manipulate their thinking in subtle ways. Sensitizing teachers about gender roles, empowerment issues, and media power that can play a major role in making them march towards a better tomorrow. At various places in this unit, we emphasized the significance of continued collaboration between parents and teachers in shaping the children for a better tomorrow. It is, thus, very important for both parents and teachers to team together to handle both children and adolescents with sensitivity, understanding, tolerance and care.

8.7 LET US SUM UP

Media has a tremendous power to affect people’s thoughts, opinions and psyche. Therefore, it is media’s responsibility to be more responsible in what is projected and presented in terms of various audio visual media. However, as we have observed at various points in the module, media’s potential is yet to be tapped fully in curtailing the prevalent gender bias in the society and in promoting proper education for empowerment of children and adolescents. Today most of the newspapers, television channels, internet sites and the people owning them and holding responsible positions therein are required to modulate their role and responsibility towards advancement of women empowerment and progress. This is possible only if the existent bias, prejudices and various kinds of physical and mental abuse meted out towards girls/women are reduced to sensitize all the members of the society. And teachers along with teacher trainees have also a significant role to play in this societal transformation.

The case studies presented in this Unit must have enabled you to understand the issues related to gender and the impetus needed to improve the present scenario. You must have also learnt the use of media to focus, discuss and debate the issues concerning gender with a view to bringing an improvement in the present society with the able, responsible and positive intervention of teachers, parents and teacher trainees.

8.8 UNIT-END EXERCISES

- 1) Elaborate upon the ways in which media benefit children’s development.
- 2) What should be the role of media in representing children and women?

8.9 ANSWERS TO CHECK YOUR PROGRESS

1. i) Media benefit children in various ways. The knowledge is presented in the form of colourful pictures which aid learning and study becomes interesting in the form of various games and fun activities.

- ii) Yes. Certainly media can benefit adolescents in various ways. It's a source of information, knowledge and many facets of outside world to them, in terms of preparing for competitive exams, learning new things, etc.
2.
 - i) One picture reflects women as a product user of cosmetics and the other one shows the women in a subservient role. These pictures indirectly convey that the women's role is not linked with intelligentsia or high status.
 - ii) Gender stereotypes are propagated very evidently in these pictures. Women are shown as cosmetic users whose job is to look pretty and fair to attract men. The other picture propagates the role of women as "workers" who do subservient and menial works for the domestic upkeep of the house.

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