

The Influence Of Media Violence Among The Teenagers And The Youths: Special Reference To Guwahati City (Assam)

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Abstract:

Media, being the backbone of a democracy, makes us aware of various social, political and economic activities happening around the world. While considering the “media” as the fourth pillar of democracy in any republican government system in the world, but at the same time it is unfortunate that the same mass media is considered as the major factor for spreading “violence” either through TV programmes, movies or interactive video games which can be played online.

In the busy life schedule, parents rarely get time to spend quality time with children and that is why children have to engage in Televisions, Computers, Smartphones, Tablets etc. We cannot imagine how dangerous it is for tech-savvy children, the imperfect blend of technology and human resource causes to media violence and children are unable to differentiate between fact and fantasy; even it has claimed so many teenage/ young lives.

Now a days, viewing the firearms and explosives images in the print media, watching the violent behavior in electronic media (through news, TV programmes, movies) are the common things in modern society for a teenager. But day by day, it is badly affecting the adolescents, and in this context children’s exposure to media violence are increasing day by day. Not only the pediatrician, the psychiatric and the teacher, but also the parents play the important role to monitor the teenagers who are active users of social media sites.

In this paper, how mass media as well as social media are responsible for spreading “violence” among the masses especially among the teenagers and youths will be discussed. In this study, a survey has been done through interview and questionnaire methods among the teenagers from major schools situated in Guwahati City and try to focus on some valuable solutions.

Keywords: Mass Media, Media violence, Social Media, Teenager, School

1. Introduction

Human being’s communication is as strong and as basic as the need to eat, sleep and love. It is both an individual and a social need. According to Denis McQuail, “communication is a process which increases commonality– but also requires elements of commonality for it to occur at all.”

We have to deal with various communication processes in a day, from verbal communication to non-verbal communication, intra-personal communication to interpersonal communication and group communication. But apart from this, the extended version of group communication which is known as mass communication has great impact on human beings, as mass communication itself is communicating with large number of people. Books, the press, the cinema, radio, television, video and the internet are the tools or medium of mass communication.

Communication via the ‘new media’ such as video, cable, videotext, teletext, video-on-demand, tele-shopping, computers, the Internet and mobile telephony is usually termed as ‘interactive communication’.

In interactive media, the program's outputs depend on the user's inputs, and the user's inputs in turn affect the program's outputs. In this way, Interactive media engage the user and interact /or connect with him or her in a way that non-interactive media do not. Websites and video games are two common types of interactive media. Movies and most TV shows are generally not considered as the interactive media; however, shows that require audience participation could be considered as interactive media.

Modern advancements in technology have changed the way that the teenagers and young people use the interactive media.

In the 21st century, new expectations and demands on education are mounting rapidly, as social and economic development becomes geared around the concept of constructing a Society of Knowledge. Challenges and opportunities of learning are rapidly changing from the ‘information age’ to ‘digital age’. Kids, teenagers as well as young people are easily acquiring “digital literacy” and are willingly living in a digital world. But it is important to note here that different media have different impact on the kids, teens and youths.

Introduction to Media Violence

Now a days, in a modern society, we cannot live without mass media and it depends on the user to what extent it is being used whether the user is learning positive messages or negative messages. But at the same time media should not spread negative messages or information.

Media violence means the depiction or dissemination of violent or other explicit material or images in a manner that is considered harmful to viewers through media sources such as Television, Radio, Music, Film, Literature, Comic Books, and Video Games.

Media violence can cause aggressive behavior or violent behavior among the kids, teenagers or youths. Media violence is so dangerous that it can even claim the life of human being. Several studies have indicated that most of the violence is caused through interactive video games, TV programmes, and Films.

Aims and Objective of the study

The basic aim and objective of this study is to find out how media violence is influencing the society specially the teenage and young people. Following are the major objectives of this study:

- To find out the factors influencing the teens and young people to use the media and what type of media they use mostly.
- To study the major mental and physical disorders that the youths and teenage group have to face after being exposed to interactive media. This study will also focus on the remedies to reduce the problems
- This study will also try to find out some valuable solutions for both the parents as well as the teachers.

Limitation of the study

- This study will focus only on media violence; no other aspect of media will be discussed in this paper.
- The survey for this study will cover only teenage and young people.
- The survey for this study will be limited for the Guwahati City (Assam Region) only.

Research Methodology

To fulfill the aims and objective of this study, various methods had been adopted. Relevant data and information for the proposed study has been drawn from both the **Primary** and **Secondary** sources.

For Primary Source, data has been collected through questionnaire by directly visiting at the various schools and colleges of Guwahati city. Separate questionnaires have been prepared to collect data and information from the teachers, parents and psychiatrists directly through both structured questions and questionnaires.

The methodology which would be used for carrying out this report will be used as follows:-

Types of Data Source.

For present research work, primary as well as secondary data has been used. This Research has been classified into two sections. The methods used to analyze the **primary** and **secondary** data are as follows:

Tools of collecting Primary Data: -

The data and information regarding the teenagers, youths as well as all the teachers, parents, psychiatrists of Guwahati was collected directly by using the following methods:-

a. Questionnaire and Surveys: -

For this research purpose, a Questionnaire was prepared for the students of Guwahati and that Questionnaire was filled by the teen students of Guwahati. That Questionnaire included range of response questions, close ended questions, open ended questions, providing limited answers to specific responses regarding their daily routine both at home and school, how do they use the media, whether they play video games or outdoor games, if they like to watch or play violence in television or films or in videogames respectively etc.

Another questionnaire was prepared for the teachers to ring out their responses regarding media violence, and if their respective schools have done any workshop or seminar to aware the children against excessive use of media.

Another Questionnaire was prepared for the Psychiatrists to find out the both mental and physical disorders that teenagers and youths have to face by the extreme use of media. With some open ended questions for some valuable solutions were also included in the questionnaire.

b. Interview:

For this research study, Interview method was also adopted. Personal Interviews with the School Headmaster, Principal as well as other employees of various schools had been done. Pediatrics, Physicians were also interviewed to know other health and mental related disorders. Some structured and non- structured questions were asked during the interview period including open-ended questions and close ended questions and also focused on leading questions.

c.Sampling Technique

This study has been using Simple Random sampling. All the data collected by various schools and colleges of Guwahati would help in formulating very comprehensive case study. All sample units for this research study had been already personally contacted and interviewed carefully.

Tools of collecting Secondary Data: -

Various statistical tools have also been used to analyze the secondary data.

a.Observation : - Viewing the schools, observing their students in leisure time and their working patterns as well as observing the play houses, all the information /or the statements made during the interviews or Questionnaires were verified through observation..

b.Web Search : - The information related to this research were studied through internet also as it is accepted as the ocean of knowledge. Besides, the availability of the E-Newspapers /or Online Newspapers in the various websites also helped in this research study. Websites are definitely scholar –friendly. Various published papers at various journals were also reviewed through internet.

c. During this Research period, reading **journals, periodicals, technical materials**, electronics/ internet search, professionals meetings, seminars and discussions, site visits etc. had done carefully.

The nature of the study would be analytical and descriptive.

Influence of media violence on world scene

Blue whale challenge

In a news published at **Express Web Desk** of The Indian Express(an English language daily newspaper) on 21 October 2017, The Blue Whale game or Blue Whale Challenge is believed to be a suicide game wherein a group of administrators or a certain curator gives a participant a task to complete daily — for a period of 50 days — the final of which is the participant committing suicide. Participants are expected to share photos of the challenges/tasks completed by them.

While the first victim of the Blue Whale challenge is said to have committed suicide four years ago (2013), the game is believed to have since incited 150 suicides across Russia, the US, the UK, Italy, Brazil, Argentina and Portugal. It is understood that Budeikin is not the only administrator of the game, which involves completing 50 tasks within 50 days- the final one being for the player to end his/ her own life. In June, another Russian national, the 26-year-old postman, Ilya Sidorov, was also arrested in connection with the 'game'.

In India, Blue Whale game has shaken the whole nation. Police in Kerala say they are following up on two other cases- one involving a 22-year-old IT student who committed suicide in July and another involving a commerce student in Palakkad who killed himself on March 30, the day he finished his examinations. In both cases, the families said their children had been behaving oddly, and reported incidents that matched those of other cases involving the Blue Whale challenge. These incidents reportedly included dangerous or antisocial behaviour, such as walking on the edge of a terrace, visiting cemeteries alone, watching horror movies at 4.20 am, or self-mutilation, such as carving the image of a blue whale into their flesh. In the game, the severity of the 'tasks' increases as the victim approaches the final 'challenge', as though preparing them to end their life.



Later the creator of this deadly game Russian national Philipp Budeikin arrested in May 2017, the 21-year-old allegedly admitted to inciting 16 schoolgirls to take their own lives. In his confession, he apparently declared that his aim was to rid the world of 'biological waste' and said he was 'cleansing society' by goading those who were 'happy to die'.

Media Effect Theories and Media Violence

1. AIDA Theory

This theory is based on four basic steps in a chronological order- Attention, Intention, Desire, and Action (AIDA). The media execute their campaigns in such a manner that the viewer, reader or listener moves to the next stage in this process. If he or she is in the “attention stage”, he would be persuaded to go to the “intention stage”. Similarly, those who are in the “desire stage, would be motivated to go to the “action stage”, which is the ultimate one for buying goods or services, following or copying the behavior or role of some specific character promoted by the media. For instance, in blue whale challenge,

Besides, there are two mass communication theories that best describes how mediated violence affects members of our society is the **Modeling theory** and **Desensitization theory**.

2. Modelling Theory

Albert Bandura is an eminent person in the field of developmental psychology and educational psychology. One of his contributions to the field of psychology and that has relevance to communication is Modelling theory. In this theory, Albert Bandura stresses on the role of social learning through observation. He believes that people adopt behavior by observing others.

Modelling theory emphasizes on the importance of **observation** and **imitation** that takes place from an individual's perspective through the characters portrayed through media, and how it brings a change when it comes to their **behavior, knowledge, attitudes** and **values**. The imitation is more likely to happen if the model holds an admired status and the activity that they do are of great value. The imitated behavior is gradually reinforced and the individual identifies with the model and gradually tries out the behavior.

Steps in the Modelling process

According to Bandura, effective modelling requires attention, retention, reproduction and motivation. Various factors increase the amount of attention paid by an individual. It can be complexity, prevalence, or the functional value. Once attention is paid, we have the retention part, where an individual remembers what he/she has paid attention to. Next is reproduction, where the individual exactly does the activities he/she has observed. Last factor is motivation where an individual finds out a reasonable reason to imitate what he/she is seeing through media.

Modelling can happen as a positive or negative process. Violence is a negative modelling and any activity that is of rewarding manner like social service is a positive modelling.

Stages in modelling theory

1. Seeing an action portrayed in the media
2. Viewer identifies with the actor
3. The viewer imitates the actor
4. Viewer gets motivated if the activity gets some rewards

Example

Movies, soap operas, and Advertisements play a major role in the modelling process of an individual. The celebrity endorsements, products used by actors through movies/soap operas, the character of actors in movies/soap operas may shape the attitudes and values of people who are exposed to them. A person observes/watches them and tends to copy them. Whatever they see through media, they imbibe those and reflects in their behavior and lifestyle.

Based on the modeling theory, children will watch the violent acts performed by a character in the media and try and re-enact that behavior. Children believe that this violent act will become useful in handling a relevant situation. The media content from which the child watched is usually always rewarded for their violent acts and never punished. This is one reason for why kids believe it is acceptable to perform violent acts to others. The next hypothesis to explain the link between media violence and aggression is the idea of desensitization. According to this belief, with repeated exposure to media violence an emotional adjustment takes place and such levels of anxiety diminish over time. A studied showed that the lower the level of negative emotion towards media violence may reduce the urgency to respond to violence in the real world.

3. Desensitization theory

The theory of desensitization is most easily applied to violent media. Constant repetitions of violence in the media makes people jaded towards violence. The reaction becomes less prominent because as consumers of media we are used to seeing explosions, blood and guts and mayhem on a regular basis. Desensitization is usually measured by both psychological and attitudinal reactions.

Desensitization is good example of classic conditioning. The first time a person views a violent act in the media they may react strongly, like they would if the violence was occurring in real life. Consuming a heavy diet of violent media makes people less provoked and shocked by blood, guts and gore.

One of the reasons desensitization can be dangerous is because it is so closely related to the pleasure of watching television or movies. The act of watching TV is an unlearned pleasurable behavior. When you combine that pleasure with violent images and content then the person begins to associate the pleasure of watching television with the consumption of violent media. Images that might have initiated a negative response before, now give the viewer a sense of calm because of its link to relaxation.

The fact that the majority of violence people will see is through the media means that people observe violent acts without any fear of being harmed themselves. This also weakens the response people have to violence.

Media violent laws

India, at present, does not have an independent statute protecting privacy; the right to privacy is a deemed right under the Constitution. The right to privacy has to be understood in the context of two fundamental rights: the right to freedom under Article 19 and the right to life under Article 21 of the Constitution.

The higher judiciary of the country has recognized the right to privacy as a right “implicit in the right to life and liberty guaranteed to the citizens of this country by Article 21”. The Indian law has made some exceptions to the rule of privacy in the interest of the public, especially, subsequent to the enactment of the Right to Information Act, 2005 (RTI). The RTI Act, makes an exception under section 8 (1) (j), which exempts disclosure of any personal information which is not connected to any public activity or of public interest or which would cause an unwarranted invasion of privacy of an individual. What constitutes an unwarranted invasion of privacy is not defined. However, courts have taken a positive stand on what constitutes privacy in different circumstances.

• The Information Technology (Amendment) Act, 2008

The main Indian act that addresses legal challenges specifically as they relate to the Internet is the Information Technology (Amendment) Act, 2008, or for short, the IT Act. Following are some sections that have the greatest relevance for the Internet and democracy.

o Section 66A: Do not send offensive messages

Section 66A of the Information Technology (Amendment) Act, 2008 prohibits the sending of offensive messages through a communication device (i.e. through an online medium). The types of information this covers are offensive

messages of a menacing character, or a message that the sender knows to be false but is sent for the purpose of 'causing annoyance, inconvenience, danger, obstruction, insult, injury, criminal intimidation, enmity, hatred, or ill will.' If you're booked under Section 66A, you could face up to 3 years of imprisonment along with a fine.

o **Sections 67 and 67A: No nudity, please**

The large amounts of 'obscene' material that circulate on the Internet have long attracted comment in India. Not surprisingly, then, in the same way as obscenity is prohibited offline in the country, so it is online as well. The most important tools to curtail it are sections 67 and 67A of the IT Act, prohibiting obscene and sexually explicit material respectively.

o **Section 69A and the Blocking Rules: Allowing the Government to block content under certain circumstances**

Section 69A of the IT (Amendment) Act, 2008, allows the Central Government to block content where it believes that this content threatens the security of the State; the sovereignty, integrity or defense of India; friendly relations with foreign States; public order; or to prevent incitement for the commission of a cognisable offence relating to any of the above. A set of procedures and safeguards to which the Government has to adhere when doing so have been laid down in what have become known as the Blocking Rules.

o **Section 79 and the IT Rules: Privatizing censorship in India**

Section 79 of the Information Technology (Amendment) Act, 2008 regulates the liability of a wide range of intermediaries in India. The section came in the limelight mostly because of the infamous Intermediary Guidelines Rules, or IT Rules, which were made under it. The IT Rules constitute an important and worrying move towards the privatization of censorship in India.

Children's Television Act

The **Children's Television Act** (Pub.L. 101-437) is an Act of Congress that was designed to increase the amount of educational children's programming on television. The Act requires full-service television stations that offer children's television programming to serve the educational and informational needs of children through their overall programming, including programs that are specifically designed to serve these needs (or "core" educational programming). In August 1996, the Federal Communications Commission (FCC) adopted rules to strengthen the enforcement of this statutory mandate. These rules were:

- Adopt several public information initiatives designed to give parents greater information about the core educational programs being aired by television stations (these initiatives are explained in greater detail below).
- Set forth a clear definition of what type of programs qualify as core programs: they generally must have serving the educational and informational needs of children as a significant purpose; be aired between the hours of 7:00 a.m. and 10:00 p.m.; be a regularly scheduled weekly program; and be at least 30 minutes in length.
- Establish a guideline that calls for every full-service television station to air at least three hours per week of core educational programming.

A central goal of the FCC's rules were to provide parents and other members of the public with greater information about educational television programs, in order to help parents guide their children's television viewing and also encourage an ongoing dialogue between the public and television stations about the station's performance under the Children's Television Act. To help accomplish this, the 1996 rules required commercial television stations to identify core educational programs at the beginning of the program (such as with a verbal announcement or an icon), and to provide information identifying these programs to publishers of television program listings (either print or electronic).

Data Analysis and Findings

While doing the survey among the school and college students of Guwahati, results about their habits and choices are different, but somehow they share some common behavior and nature. Both boys and girls play video games, watch TV programmes, movies, but their choices are different.

The results are as follows:

• **Table:1** The age group and total number of respondent is 400

Age	No. of students (Male)	Age	No. of students(Female)
11-20 Years	100	11-20 Years	100
21-30 Years	100	21-30 Years	100
Total	200	Total	200

- A question was asked do they play video games, 80% of boys replied that they play video games and they play it every day. Even girls also play video games. Only 40% of them play video games. 20% of them play on everyday basis, but 30% play it every few days.
- Boys play video game in their sessions last less than an hour. Girls play it 1 to 3 hours.
- Every 8 out of 10 Boys said that their siblings or parents don't play video games. 47 boy out of 200 said that their brothers/or sisters play video games. 29 boys (from the age group 11-20 years) revealed that their parents also play video games. As compared to the boys, Girls' revealed that their siblings (basically brothers) play video game. 38 girls responded to this question.
- Most of both boys and girls have chosen that they play Mobile/ Tablet gaming. This result is really very shocking, as parents allow them to play games, only 30% of them confessed that they were controlled by their parent to play violent video games, violent films, violent TV programmes. Those who play Mobile and Tablet gaming, they also play video games on Laptops and Computers. 10% students play video games on Xbox and Play Station.
- While asking the students about what genre of video games do they play regularly, 167 boys out of 200 and 89 girls out of 200 play Fighting, Shooting, Racing games. Only a few students play FPS (First Person Shooter) game. The no. of respondent is 24
- During the survey, **their favourite video game series, classic and/or current** are
 - EA sports games like **FIFA, Cricket**
 - Racing games like **F1**
 - **COC** (Clash on clans)
 - **PES** (Pro Evolution Soccer)
 - **Need for Speed**
 - **Asphalt**
 - **Dead Target**
 - **M.M Series** (Might and Magic)
 - **N.O.V.A.** (Near Orbit Vanguard Alliance, better known as N.O.V.A. for short, is an action-adventure video game for the iPod and other Apple products made for Apple by Gameloft.)
 - **Score Hero**
 - **Beyblade G Revolution**
 - **The Pokemon**
 - **Frontline Commando**
 - **Real Football**
 - **WWE Games**
 - **Mini Militia**
 - **Candy Crush**
 - **My Talking Angela**
 - **Vector**
 - **Shadow Fight 2**
- Most of the above mentioned games are violent in nature. Most of the students reveal that they love to play violence type of games, like shooting, fighting, murdering etc.
- There was a question asked to the students if violence should be necessary in video games, they replied it to positive. 156 students replied to it positively, only 35 boys and 124 girls replied to be negative. Video games should not be violent. But they replied that they don't follow any kind of violent scene, they only enjoy video games while playing.
- Maximum no. of students go to bed 11 to 1pm, only 37 students go to bed during 9 to 11pm and after dinner 55 students do their homework, 23 students read comic or story books and rest use mobile phones to surf website or/ and play video games.
- Teacher from schools also replied through questionnaire that they have discussed about media violence, especially when Blue Whale Challenge games started to claim lives. Three schools out of six schools had responded positively that they had already organized seminar/ workshops regarding excessive use of media. Others has mentioned that they will do it in future.

Factors influencing media violence on Television Programmes and Films

Violence has been an integral part of cinema right from its inception, and Bollywood has not shied away from it. It has been proud to have action films like Sholay, Don, Ghajini, Satya, and Vaastav. In fact, not only has violence been a key ingredient for hundreds of Indian films, but it has also been romanticized. Violence acted out by the protagonist is often a sign of strength and courage, something to feel proud about. Whereas a character unwilling to partake in violence is looked at as effeminate and cowardly.

Heroes are often required to kill to win their lovers and many a times their violent behaviour is cheered on by their otherwise docile counterparts.

With violence being one of the biggest forms of entertainment, millions of people watch aggressive films, but not everyone goes out committing crimes and causing disruption after. However, films can influence other aspects of our lives like what we wear, what kind of hairstyle we get, what brands of gadgets we use etc.

Violence in films influences people's behavior, with some short-term effects. Violence films may enhance aggression but only among people prone to it. Movies may also offer ideas on ways to kill or be violent for such people.

Duties and Responsibilities of Teachers and Parents

According to the Psychiatrists, when a Parent or a teacher feels that Children are **expressing their feelings** in the following way, they (parents/or teacher) have to immediately take care of their children or consult a psychiatrist:

- Sadness
- Emptiness
- Hopelessness
- Guilt
- Worthlessness
- Not enjoying everyday pleasures

Besides, if a child or teen is **having difficulty in following activities**, then they should freely talk to their children or students -

- Concentrating
- Making decisions
- Completing school work
- Maintaining grades

If a parent or teacher notices the following **physical disorders** among their children or students in a more frequent manner, they have to immediately consult to physicians/ or doctors.

- Headaches
- Stomachaches
- Joint or backaches
- Lack of energy
- Sleeping problems
- Weight or appetite changes (gain or loss)

Apart from physical disorder, a parent or teacher may notice following **Behavioral changes** among teenagers and youths:

- Restless
- Irritable
- Not wanting to go to school
- Wanting to be alone most of the time
- Having difficulty getting along with others
- Cutting classes or skipping school
- Dropping out of sports, hobbies or activities
- Drinking or using drugs

The extreme of these above mentioned behavioral changes as well as mental disorder can cause suicide risk, that was seen in the case of Blue Whale Challenge. To get rid of the suicide risk, parents and teachers should encourage their children or students towards their hobbies, practical works, both indoor and outdoor games, physical exercises, workshops and seminars, participating in various competitions etc.

Now a days, parents are more concerned with how media exposure and content may influence the healthy development of children, both in terms of mentally and physically.

Psychiatrists' point of view: some solutions

The symptoms when a teenager or youth have to face after too much exposure to media

According to the psychiatrist of The Lokopriya Gopinath Bordoloi Regional Institute of Mental Health (LGBRIMH), Assam, Media includes not only TV but other social media. Studies say exposure to violence through media may predispose a teen to different psychiatric disorders or may precipitate psychiatric disorders in those having genetic loading.

Many a times some may come with over indulgence in using such media when they come to us, which on proper history taking retrospectively gives clues to many latent psychiatric disorders.

Since the child or teenager is going through a learning phase of life they may resort to such activities to solve their own day to day issues.

➤ **Post-Traumatic Stress Disorder or PTSD**

Studies say that indirect exposure to extreme violence through different media may lead to **Post traumatic stress disorder or PTSD** e.g. repeated exposure to a bomb blast scene may be a overwhelming stress for a child leading to PTSD, a very common disorder in now a days. Such exposure to violent activities may make a child prone to **anxiety, poor attention** leading to disorders like **different anxiety disorders, attention deficit hyperactivity disorders** and oppositional or in its severe form conduct disorder. These disorders are harbingers for **different personality disorders** and **substance abuse disorders** in adult lives.

➤ **Mood (Depressive) Disorder**

Many a times a teenager may **mimic the violent activities** of different media as a manifestation of his irritable mood which many a times is only the apparent symptom of **mood (depressive) disorder**.

Illness under mood disorders include: major depressive disorder, bipolar disorder (mania - euphoric, hyperactive, over inflated ego, unrealistic optimism), persistent depressive disorder (long lasting low grade depression), cyclothymia (a mild form of bipolar disorder), and SAD (seasonal affective disorder).

➤ **Bipolar Disorder**

Bipolar disorder is a mental health disorder characterized by extreme highs and lows in mood and energy. While everyone experiences ups and downs, the severe shifts that happen in bipolar disorder can have a serious impact on a person's life.

Bipolar disorder can be extremely distressing and disruptive for those who have this disease, their spouses, family members, friends, and employers. Bipolar disorder is treatable, and recovery is possible by the combination of medication, therapy, healthy lifestyle, and support helps the vast majority of people return to productive, fulfilling lives..

➤ **Schizophrenia**

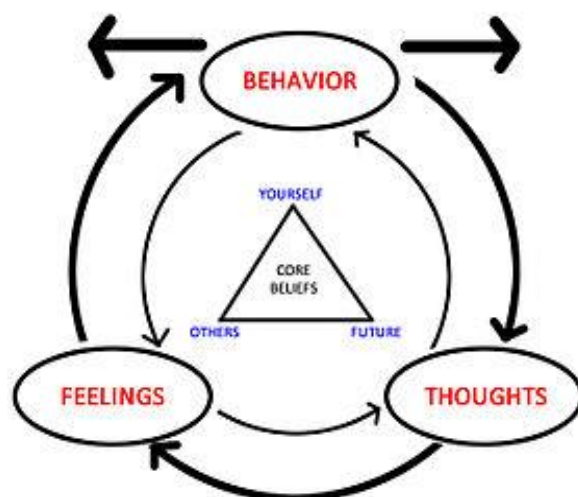
On the contrary people who suffers from **schizophrenia** may have poor social interacting skills and such patients may not like to use social medias to deal wid people, although not all. Schizophrenia is a mental disorder that usually appears in late adolescence or early adulthood. Characterized by delusions, hallucinations, and other cognitive difficulties, schizophrenia can often be a lifelong struggle.

The physical problems teenage and youth have to face after too much exposure to media:

Physical problems may be because of lack of physical activities, constant exposure to loud noise etc. Treatment is multipronged. Treatment of the acute symptoms at first e.g. **violent behavior, poor sleep, anxiety, depression** through medications and non-pharmacological measures like **Cognitive Behavioral Therapy, sleep hygiene** etc.

Treatment with Cognitive Behavioral Therapy

It was originally designed to treat depression, and is now used for a number of mental health conditions.



The diagram depicts how emotions, thoughts, and behaviors all influence each other. The triangle in the middle represents CBT's tenet that all humans' core beliefs can be summed up in three categories: self, others, future.

Cognitive behavioral therapy can be thought of as a combination of psychotherapy and behavioral therapy. Psychotherapy emphasizes the importance of the personal meaning we place on things and how thinking patterns begin in childhood. Behavioral therapy pays close attention to the relationship between our problems, our behavior and our thoughts.

CBT is a short-term, goal-oriented psychotherapy treatment that takes a hands-on, practical approach to problem-solving. Its goal is to change patterns of thinking or behavior that are behind people's difficulties, and so change the way they feel. It is used to help treat a wide range of issues in a person's life, from sleeping difficulties or relationship problems, to drug and alcohol abuse or anxiety and depression. CBT works by changing people's attitudes and their behavior by focusing on the thoughts, images, beliefs and attitudes that are held (a person's *cognitive processes*) and how these processes relate to the way a person behaves, as a way of dealing with emotional problems.

Summary and Conclusions

According to the psychiatrist, challenge lies with correcting the poor psychosocial factors that comes invariably with it e.g. a dysfunctional family with marital skew and marital schism, substance, abuse in family, nuclear family, easy accessibility to different substances like alcohol, different inhalants like dendrites etc. are very common in teens. For that reason, parenting should be very rigid, strict and controllable towards children, and Teachers should organize seminars and workshops to aware the students time to time. Besides, poor legislation's implementation regarding sale alcohol, tobacco etc. should be supervised by the Government time to time.

Most of the psychiatric disorders relapse perhaps because most often we fail to correct the psychosocial environment and because of the stigma also. With psychiatric illnesses, proper adherence to medications, regular follow up with psychiatrists and addressing the causes are important.

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7. <https://psychcentral.com/lib/in-depth-cognitive-behavioral-therapy/>

QUESTIONNAIRE

1. Would you like to state your name for this survey or remain anonymous?

- ☐ Anonymous ☐ Please type your full name

2. What is your age?

- ☐ 0-10 Years ☐ 11-20 Years ☐ 21-30 Years

3. What is your gender?

- ☐ Female ☐ Male

4. Do you play video games? (If no skip to question 12)

- ☐ Yes ☐ No

5. How often do you play video games?

- ☐ Less than once a month ☐ Less than once a week ☐ Twice a week
☐ Every few days ☐ Everyday

6. How long, on average do your play sessions last?

- ☐ Less than an hour ☐ 1-3 hours ☐ 3-5 hours ☐ 5+ hours

7. Do you have a sibling(s) or parent(s) that play video games?

- ☐ No ☐ Brother(s) ☐ Sister(s) ☐ Parents(s)

If applicable, how often do they play video games?

.....

8. What platform(s) do you play on? (Current or classic)

- ☐ Computer / Laptop ☐ Xbox ☐ Play station
☐ Nintendo ☐ Flash / Website games ☐ Mobile / tablet gaming
☐ Other (please specify).....

9. What genre of video games do you play regularly?

- ☐ FPS (First Person Shooter) ☐ RTS (Real Time strategy)
☐ RPG (Role Playing Game) ☐ MMORPG (Massively Multiplayer Online RPG)
☐ MOBA ☐ Sandbox
☐ Racing ☐ Flash games
☐ Mobile / Tablet ☐ Fighting
☐ Other (please add any others you may think of)

10. What is your favourite video game series, classic and/or current?

11. Do you play Multiplayer or Single player games?

- ☐ Multiplayer ☐ Singleplayer ☐ Both

12. What do you like to do mostly in your spare time?

- ☐ Watch TV ☐ Play video games ☐ Sports
☐ Exercise ☐ Shopping ☐ Drinking/Clubbing
☐ Read books ☐ Other (please specify)

13. How often do you watch Television

- ☐ Never ☐ Less than once a month ☐ Less than once a week

- ☐ Twice a week ☐ Every few days ☐ Everyday

For how many hours do you watch TV?

14. What is your favorite kind of television show?

- ☐ Action/Adventure ☐ Comedy ☐ Documentary ☐ Drama
☐ Horror ☐ Musical ☐ Romance ☐ Science-Fiction
☐ Thriller ☐ News ☐ Reality shows ☐ Game shows
☐ Sports ☐ Talk shows ☐ Cooking/Food ☐ Motorsport

15. What is musical genres do you listen to?

- ☐ Rock ☐ Classical ☐ Trance/Dance ☐ Dubstep
☐ Metal ☐ Pop ☐ RnB ☐ HipHop
☐ Rap ☐ Instrumental
☐ Other (please specify).....

16. What time do you normally go to bed in the evening?

- ☐ 7pm-9pm ☐ 9pm-11pm ☐ 11pm-1am

What do you do after having dinner?

.....
.....
.....

17. How many hours of sleep do you get on average each night?

- ☐ 1-3Hours ☐ 3-5Hours ☐ 5-7Hours ☐ 7-9Hours ☐ 9+hours

18. Do you feel like you had a good education

- ☐ Yes ☐ No

If no, Would you have done anything differently during your time in school/college?

.....
.....
.....

19. Do you feel violence is necessary in video games?

- ☐ Strongly agree ☐ Slightly agree ☐ Impartial
☐ Slightly disagree ☐ Strongly disagree

20. Do you feel violence in video games has a bad influence on peoples behavior?

- ☐ Strongly agree ☐ Slightly agree ☐ Impartial
☐ Slightly disagree ☐ Strongly disagree

21. How often do you rent DVD's or video games?

- ☐ Never ☐ Less than once a month ☐ Less than once a week
☐ Twice a week ☐ Every few days ☐ Everyday

22. Have you found any positive stories involving video games covered in the media?

- ☐ Yes ☐ No

Where did you first see this story?

.....
.....

23. Have you heard about Blue Whale Challenge?

☐ Yes ☐ No

24. Have you played it?

☐ Yes ☐ No

25. Have your parents ever controlled you to play violent video games, watch violent pictures or Films etc.?

☐ Yes ☐ No

Specify some names of video games, films or other programmes?

26. Have your teacher from school ever discussed with you about violent video games or films or television programs ?

27. Have you ever been controlled by your parents due to excessive use of media exposure (playing video games, watching television etc.)?

☐ Yes ☐ No

28. Do you have any Facebook / or other social media account?

☐ Yes ☐ No

29. How often do you use the account?

☐ Less than once a month ☐ Less than once a week ☐ Twice a week
☐ Every few days ☐ Everyday

30. What type of language of films you watch?

☐ Assamese ☐ Hindi ☐ South Indian ☐ English
☐ Any other Language? Specify.....

31. What kind of films you like to watch?

☐ Action/Adventure ☐ Comedy ☐ Documentary ☐ Drama
☐ Horror ☐ Musical ☐ Romance ☐ Science-Fiction ☐ Thriller

32. Do you feel violence is necessary in films?

☐ Strongly agree ☐ Slightly agree ☐ Impartial ☐ Slightly disagree ☐ Strongly disagree

33. Do you want to give some feedback regarding this survey? Or any other comment?