

“The Impact of Social Media Platforms on Civic Discourse in India: A Case Study of YouTube”

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Abstract

The country's socioeconomic progress and livelihood are dependent on the type of young it has. Youth participation in the development process is critical for bringing about change in socioeconomic structures and increasing individuals' quality of life. Social media can help young people reach a larger number of individuals by enhancing the flow of information within the youth group. This has also resulted in significant cost savings, as well as improved opportunities for them to network with their partners, listen to audience expectations, and answer to inquiries. Youth civic involvement is critical to young people's overall empowerment and development. The ideas suggest a link between young social media use, civic engagement, socioeconomic position, and political and non-political participation in development. Social media encourages meaningful participation of young men and women while also providing young people with skills that will improve their participation and community engagement. It also raises their knowledge and awareness, as well as provides opportunity for them to actively participate in a variety of topics affecting the growth process. Various activities and events are taking place to unify and engage all youth in social transformation for growth, with the help of WhatsApp, Instagram, talking texting, and emails, Facebook, YouTube, and Twitter. So the goal of this research is to better understand the relationship between social media adoption and the influence it has on young engagement and participation. This study produced mixed results using a qualitative technique and a focus group discussion (FGD). For this study, the researchers chose YouTube since it has over a billion subscribers globally and is used by people of diverse backgrounds and professions. The goal was to determine the impact of YouTube on civic discourse in India. The data was acquired via a structured questionnaire distributed online via Google Forms. Nonprobability sampling was utilized to acquire data from 20 YouTube users who watched videos on a regular basis. The analysis indicated that most of the users regularly watched advertisements on YouTube. They found ads with memorable music and popular actors to be more desirable, also how political views impacting the user's point of View, Mass of people in India used YouTube in Educational Purpose. Furthermore, regression analysis demonstrated that users' perceptions of the commercials influenced their purchasing behaviour for the relevant goods. Finally, the study presented some consequences and ideas for advertisers, marketers, Indian youth, and politicians. Keywords: civic participation, young, social media, development, qualitative, advertisements, focus group discussions.

INTRODUCTION

The kids of a country are its most valuable human resource. India is a land of youth. According to the 2011 census, India's overall youth population was 347 million, or 35.2% of the total population. Approximately 70% of this group were rural youth, with the remaining 30% urban adolescents. The 2011 census revealed that India's young population was 35, 59, and 28,000. Men numbered 18,45,78,000, while women numbered 17,16,50,000. According to the 2011 Census, youth make up approximately one-fifth of the state's population. Youths nowadays are civically engaged, with a variety of demands, goals, attitudes, habits, and life values. Personal, social, economic, and spiritual growth of rural kids is only feasible if their needs, goals, attitudes, habits, and life values are identified early on and correctly led. As a result, in this study, some of these factors are considered, which will be valuable to agencies involved in the development of rural youth. There are less studies in this field of research in Maharashtra. As a result, the purpose of this study is to learn about the civic participation of young people in rural development. Child Fund has identified three critical pathways for young people to become successful change agents in their families and communities. The first route involves youth-friendly forums. When adolescents have access to youth-friendly forums, they can talk and reflect on problems that are important to them. These youth-friendly places play a significant role in providing a forum for youth to learn about civic problems and interact with their communities

and other youngsters. Child Fund has established a second pathway: collective voice. According to Child Fund, one crucial aspect of adolescents becoming change agents is that they use youth-friendly places to gather and exchange experiences and perspectives, as well as to collaborate on developing a goal or strategy. The third option is collective action. Collective action involves adolescents advocating for and acting on the goals and concerns that are identified as important. Child Fund understands that the collective action pathway necessitates that adolescents have the skills, knowledge, and confidence to effectively interact with governance structures, community leaders, and public authorities, such as local and national governments.

OBJECTIVE OF THE STUDY

1. Determine how YouTube contributes to Indians' social media usage and content preferences.
2. Determine the association between youth's usage of social media and their personal, psychological, and socioeconomic factors.
3. Determine the association between the use of social media and youth civic involvement.
4. Investigate the direct effect of social media on youth engagement development.

METHODOLOGY

Social media refers to websites and programs that allow users to generate and share content, as well as participate in social networking activities. Development is a social and cultural phenomena, and studying it requires an understanding of the various social, cultural, political, and economic dimensions of youth engagement and participation. The literature covers several theories and criticisms about the impact of social media and the relationship between its use and youth civic involvement.

Literature Review

Social media platforms have changed the way people communicate, share information, and interact with the world. In India, one of the world's fastest-growing internet markets, sites such as YouTube have emerged as critical arenas for public discourse and political expression. Civic discourse—the sharing of ideas on government, society, and policy—has surely been influenced by the digital revolution. This literature study investigates the complex interaction between social media, specifically YouTube, and the dynamics of civic debate in India.

a) **The Emergence of YouTube as a Political Tool** YouTube, a video-sharing platform with a large user base, has emerged as an important tool for political mobilization and information distribution in India. Politicians, activists, and individuals use it to spread their ideas, criticize government policies, and rally support for various causes (Neyazi, 2020). The platform's accessibility and visible nature have reduced barriers to political engagement, allowing a wider range of voices to be heard (Raj & Saravanan, 2021).

b) **Democracy vs Polarization** YouTube's impact on civic discourse in India is both positive and negative. On the one hand, the platform has the ability to democratize public conversation by offering a forum for marginalized voices and opposing ideas. Citizens can utilize YouTube to hold elected leaders accountable, expose corruption, and promote social change. However, there is growing worry that YouTube adds to political polarization by amplifying echo chambers and filter bubbles that reinforce existing biases (Kumar & Geetha kumari, 2014).

b) **Misinformation, Hate Speech, and Online Toxicity.** The rise of disinformation and hate speech on YouTube poses a fundamental challenge to its role in Indian civic debate. Fake news, misinformation, and provocative rhetoric can quickly spread, inciting violence and eroding social cohesiveness (Bhuiyan, 2022). The anonymity and lack of responsibility given by internet platforms contribute to the spread of hate speech, notably against religious and ethnic minorities (Udupa, 2018).

d) **Algorithmic bias and filter bubbles.** YouTube's algorithms play an important role in filtering content for users. These algorithms tend to favor sensational and polarizing material, potentially limiting users' exposure to varied viewpoints (Kumar & Geetha Kumari, 2014).

e) **Regulation and Content Moderation.** The problem of regulating social media platforms, especially YouTube, is an urgent one in India. The government has taken steps to combat misinformation and hate speech, raising worries about overreach and censorship (Bhuiyan, 2022). Striking a balance between ensuring free speech and avoiding the spread of dangerous content is a difficult task that governments and technology corporations continue to face. YouTube has had a deep and complex impact on India's civic debate. While the internet has clearly democratized public discourse and given marginalized people a voice, it has also contributed to divisiveness, disinformation dissemination, and online toxicity. Understanding these processes is vital for designing solutions to reduce the harmful consequences of social media.

DISCUSSIONS

The research findings revealed that convenience and accessibility are the primary drivers of YouTube as an educational platform, and educators should use social media platforms, specifically YouTube, to teach about the power of media and youth civic involvement. For example, media education is always developing, and curricula vary across situations. Parents, schools, and teachers may not agree on media issues, and worries over social media platforms may arise. For example, several school networks in Canada prohibit access to YouTube in the classroom, preventing both teachers and students from using the site. Furthermore, technology and online platforms grow at a quick pace. What is fashionable today may not remain so tomorrow. Teachers are therefore under a lot of pressure to know what sites adolescents frequent, as well as to comprehend and criticize these sites. They must also be able to interact with them effectively in the educational setting. Finally, they should be able to create content for these platforms, such as YouTube videos, to teach their students. Many teachers may find these tasks difficult. In Canada, teacher education programs, professional organizations, and websites provide workshops, tutorials, and classes that are beneficial to instructors interested in the professional area. However, this may not apply everywhere.

Conclusion

Finally, this article addressed some of the literature as well as my comments on civic involvement and learning on social media platforms, including YouTube. While I support the significance of YouTube in youth online political activity, teachers must be aware of and critical of the intricacies of this and other social media platforms. However, given the current atmosphere and the valuable space and community that YouTube provides for adolescents, I recommend that educators approach YouTube media education with caution but enthusiasm. Youth will benefit from a critical pedagogy and media education approach to YouTube, which investigates the platform's potential applications and limitations for effecting social change, as well as educating, creating opinion, and learning.

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