

A SOCIOLOGICAL STUDY OF IMPACT OF TELEVISION ON CHILDREN WITH SPECIAL REFERENCE TO HEALTH

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By

Km Anshu Sharma

Registration Number: 12021098

Supervised By

Dr. Damini Bitoria (31150)

Department of Sociology (Assistant Professor)

Lovely Professional University



LOVELY PROFESSIONAL UNIVERSITY, PUNJAB

2024

DEDICATION

This thesis is dedicated to the

“Radha Rani”

and my grandparents

Mr. Rajesh Kumar Sharma and

Lt. Mrs. Mithlesh Sharma.

DECLARATION

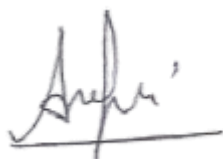
I, hereby declare that the presented work in the thesis entitled “**A SOCIOLOGICAL STUDY OF IMPACT OF TELEVISION ON CHILDREN WITH SPECIAL REFERENCE TO HEALTH**” in fulfilment of degree of **Doctor of Philosophy (Ph. D.)** is the outcome of research work carried out by me under the supervision of **Dr. Damini Bitoria**, working as **Assistant Professor**, in the **Department of Sociology** of Lovely Professional University, Punjab, India. In keeping with the general practice of reporting scientific observations, due acknowledgments have been made whenever the work described here has been based on the findings of other investigators. This work has not been submitted in part or full to any other University or Institute for the award of any degree.

Name of the scholar: **Km Anshu Sharma**

Registration No.: **12021098**

Department: **Sociology**

University: **Lovely Professional University, Punjab, India**

A handwritten signature in dark ink, appearing to read 'Anshu', with a horizontal line underneath.

CERTIFICATE

This is to certify that the work reported in the Ph. D. thesis entitled “**A SOCIOLOGICAL STUDY OF IMPACT OF TELEVISION ON CHILDREN WITH SPECIAL REFERENCE TO HEALTH**” submitted in fulfillment of the requirement for the award of degree of **Doctor of Philosophy (Ph.D.)** in the **Sociology**, is a research work carried out by **Anshu Sharma**, registration no.**12021098**, is bonafide record of his/her original work carried out under my supervision and that no part of thesis has been submitted for any other degree, diploma or equivalent course.

Name of supervisor: **Dr. Damini Bitoria**

Designation: **Assistant Professor**

Department: **Sociology**

University: **Lovely Professional University, Punjab, India**



ABSTRACT

Present study centres on the implications of television weighing on children. The focus is particularly on the impact of television on the health of children. The study begins with the identification of the problem and the dimensions have been given to this study by the existential literature. Drawing upon a comprehensive review of existing literature and empirical research, this study aims to explore the multifaceted relationship between television and the health outcomes of children within a sociological framework. This research adopts a qualitative approach to understand the problem and an in-depth interview schedule is utilized to collect the information from the respondents. A prominent theory by George Gerbner, the “Cultivation Theory” of the media effect is used as a model of study to investigate various dimensions of the influence of television on the health of children, including physical, mental, and social health. It shows how excessive television viewing may contribute to sedentary lifestyles, obesity, and many more health issues among children, as well as the role of advertising and media portraits of food and health-related behaviours. This study delves deeply into how television impacts children across both health and sociological dimensions. It thoroughly examines the multifaceted effects of television exposure on the social well-being of children, particularly how viewing violence, deviant behaviors, and unrealistic body standards can influence their development. In addition to these social effects, the study explores the direct health implications of television consumption. This study explores the sociocultural factors that influence the television consumption patterns of children, including family dynamics, peer influence, and socioeconomic background. It also considers the role of media literacy, and parental mediation in mitigating potential harms associated with television viewing. Gender socialization is a primary factor in understanding the impact on social health and how it affects society. Additionally, the role of social media as an agent influencing the health of children is a major concern. The findings of this study contribute to a broader sociological understanding of the complex interplay between media exposure and childhood development. By examining the sociocultural context in which television operates, this research sheds light on its implications for the health and well-being of children.

The study aims to inform government policies and raise awareness among parents to promote healthier media environments for children in contemporary society. Using cultivation theory, the study examines how television consumption influences the physical, social, and emotional health of children. The findings highlight the importance of recognizing television not only as a source of entertainment but also as a significant socializing agent that shapes the perceptions, behaviours, and health preferences of children. On the positive side, television can be an educational tool, providing valuable information and promoting positive health behaviours. Conversely, excessive exposure to certain content, such as advertisements for unhealthy foods or unrealistic body standards, can lead to negative health outcomes, including poor dietary habits, and sedentary behaviour. Additionally, the study investigates the overall impact of television on the social lives of children, emphasizing the role of parents as key socialization agents. It highlights the importance of balancing screen time with physical activity and promoting a healthy lifestyle to support the overall well-being of children in this digital age. Excessive television watching can lead to various health concerns, such as obesity, disrupted sleep patterns, and reduced physical activity. Understanding the factors that determine television usage can empower parents to make informed decisions regarding the quantity and type of content their children watch. In our technologically advanced era, it is crucial to understand the impact of television on children. Factors such as technological advancements, parental attitudes and behaviours, peer influence, and the content and appeal of television programs all influence the extent of television usage among children. The study also examines media content responsible for promoting deviance, violence, and gender socialization among children. Understanding these impacts on behaviour helps identify potential risks and develop strategies for healthier media consumption habits. Recognizing programs and materials that promote deviance, violence, and harmful gender stereotypes can empower policymakers to make better decisions. The impact of media on the development of children. Particularly regarding deviance, violence, and gender socialization which is a complex issue. Acknowledging the role of television in shaping the development of children and promoting responsible media consumption practices can help mitigate these negative effects.

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ABBREVIATIONS

TV- Television

LGBTQ- lesbian, gay, bisexual, transgender, queer

DTH- Direct to home

AI-Artificial intelligence

UNESCO- United Nations Educational, Scientific and Cultural Organization

DD- Door Darshan

DVD/VCD- Digital Versatile Disc/ video versatile disc

COVID- coronavirus disease

PBS – Public broadcasting services

ADHD- Attention-Deficit / Hyperactivity Disorder

CRF- Cardiorespiratory fitness

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CHAPTER- 1

INTRODUCTION

1.1 BACKGROUND

In an era where technology is growing like a boom with smartphones, AI, and the internet, Television has emerged as a dominant force in modern society, shaping various aspects of life, including the development and behaviour of children. Children with impressionable minds and developing bodies are particularly susceptible to these influences. Another important factor impacting the well-being of children is the content of television shows. Children who watch advertisements endorsing harmful meals and habits may make unwise eating choices and lead unhealthy lives. The portrayal of certain behaviours and lifestyles on television can influence the perception and attitudes of children toward health-related issues. The physical and social health of children in Indian society is a growing concern. This research aims to investigate the sociological elements of how television affects health of the children, with a particular focus on the District Firozabad of the Indian state of Uttar Pradesh. The study seeks to explore the influence of television on the health of children in the regional context. Also, Television significantly impacts the development, behaviour, and family dynamics of children. Responses of parents to the TV habits of children can vary, with some actively monitoring and regulating viewing, while others may be more permissive due to busy schedules or lack of awareness. The content of television programming can also impact the everyday lives of children, such as unhealthy food advertisements and gender stereotypes. Parents must comprehend these factors in order to make wise choices regarding their TV watching. Thus, by looking at how kids react to the effects of watching television on their daily lives, this study also looks at the role of parents.

1.2 STATEMENT OF THE PROBLEM

In the digital era of social media certainly, there are still children who are dependent on the television for their entertainment. television has a substantial impact on children. extending in this context the present study unravels the various factors responsible for the extent of usage of television among children. Moreover, the choice of content and program watched result in the deviant behaviour of children as well as their socialization. While studies on the impact of television exist, there is a lack of research on the sociological nature of the problem. Research on topics could illuminate the cultural transmission and socialization

processes during the formative years of children. Understanding and managing media exposure is fundamental for the healthy development of children.

1.3 TELEVISION STILL AN IMPORTANT MEDIUM

Television remains a vital and influential medium of communication, despite competition from newer forms like streaming services and social media. The wide reach, diverse content, and ability to evoke strong emotional responses make it a powerful tool for entertainment, education, and information dissemination. The combination of audiovisual elements, such as sound, images, and music, creates impactful storytelling experiences, raising awareness about social issues, fostering empathy, and inspiring action (Rohm et al., 2022). Educational programs and documentaries provide valuable information and insights on various subjects, supplementing traditional classroom learning and helping viewers gain a deeper understanding of the world. Nowadays, with the emergence of channels like Swayam Prabha, Disney channel, Gyan darshan, discovery, the learning channel, etc., it becomes evident that television remains a fundamental medium in our society. These channels offer a wide range of educational content, from school curriculum-based programs to skill development courses, catering to diverse audiences. Despite the popularity of online platforms, the accessibility of television and reach make it a valuable tool for education and information dissemination, especially in remote or underserved areas, and emits the ability to engage viewers through visual and auditory means to enhance experiences. This underscores the relevance of television and its impact on society, particularly in education. Also, television plays a crucial role in shaping cultural and societal norms through its portrayal of diverse characters and narratives, influencing attitudes and perceptions. Also, television significantly influences perceptions of the world for children highlighting diverse characters and challenging stereotypes. However, some shows perpetuate harmful stereotypes, limiting the understanding of diversity for children. This ability to shape cultural discourse makes television a potent force in shaping societal values and beliefs. Despite the rise of digital media, television remains a dominant medium of communication due to its wide reach, diverse content, emotional impact, educational value, and cultural influence. As technology continues to evolve, television will adapt and innovate to remain a relevant and influential medium in the years to come.

1.4 HISTORY OF TELEVISION IN INDIA

Television history of India is an intriguing tale of technology breakthroughs, business alliances, and sociocultural shifts. The launching of Delhi Kendra with a UNESCO grant established an experimental television service in India. Initially, the television service operated on a moderate scale, with only one national channel named “Door Darshan.” The programming time was limited, airing shows twice a week for an hour each time. With the assistance of UNESCO, this experimental phase sought to evaluate the potential of television as a social education instrument, despite its modest beginnings. We installed twenty-one community TVs in and around Delhi. UNEP initiated the research to assess the effectiveness of broadcasts as a social teaching tool. UNEP. The Ford Foundation provided funding for the creation of an instructional television in 1961. Public schools broadcast in Delhi the curriculum to their students. In August 1965, the first-ever regular season got underway. Developing a new studio in Delhi, the public broadcast station received assistance from the Federal Government of Germany. A pilot project in Delhi in 1967 put about 6,200 television sets into service to promote innovative farming techniques. In 1972, a UNESCO mission travelled to India to evaluate the need for television transmission training and development at All India Radio. In 1975, All India Radio founded TV Kendra in Lucknow, Madras, Amritsar, Calcutta, and Srinagar. In 1970, they extended the service to three hours and featured two weekly shows. The landscape of Indian television underwent a transformative shift in the 21st century, marked by the proliferation of satellite television stations. By 2010, India was transmitting about 500 satellite communication television channels. Included were the government-owned Door Darshan, STAR TV from News Corporation, Zed TV, Sun Network, Asia Net, and Sony Entertainment Television. The television business saw even more transformation when direct-to-home (DTH) services were available, giving consumers access to a wider variety of channels and programming choices. This expansion into the urban market paved the way for continued growth and innovation in the years to come, shaping the dynamic landscape of Indian television.

1.5 TELEVISION EXPOSURE: ITS IMPACT ON THE CHILDREN

Many variables combine to affect how much television kids watch, including peer pressure, parental supervision, and control, the appeal and content of television shows,

developmental stages, and the unique traits of each child. Additionally, peer influence can also impact the extent of television usage among children. Children may be more inclined to watch television if their friends or classmates are doing so. Synovate and Roberts' 2005 survey found that American children spend about 6 and a half hours a day using media, including TV, portable devices, music, films, and the Internet. This suggests that media use, particularly television, significantly influences everyday actions. In Asia, young children spend nine and a half hours a day aestheticizing media, including the Internet, DVDs, videos, reading newspapers, and listening to the radio. Korean teenagers spend an average of 13.7 hours a day on the media. A 2005 American poll indicated that children spend a lot of their free time on media, particularly television. Daily television viewing time for Indian children is two to four hours (Ray,2010; Arya, 2004). It is essential to understand this impact globally, considering the diverse cultural contexts in which television is consumed. Cultural and societal norms vary across regions, with Western countries having associations with obesity and materialism, while some Eastern cultures may experience increased social withdrawal or academic pressure. The globalization of media has led to the spread of certain cultural norms and values through television programming, which can promote cultural diversity but also homogenize cultural identities and reinforce stereotypes. Therefore, this global perspective on television exposure is crucial for developing strategies to mitigate its negative effects and promote positive outcomes. Modern living now revolves around television, which is introduced to kids at an early age (Christakis et al., 2004). Even if watching television can be educational and entertaining, too much of it can be bad for the growth and general well-being of children. International studies such as (Anderson, 2001; Huesmann et al., 2003) highlight the far-reaching consequences of excessive television viewing. This underscores the nuanced approach to media exposure for the well-being of children worldwide. Strasburger and Swing's studies indicate that excessive television exposure can negatively impact children's academic performance and health, with childhood obesity being a known health effect, as per Strasburger et al.'s research. These studies collectively underscore the importance of monitoring and regulating the television viewing habits of children to mitigate potential negative impacts on their development, behaviour, academic performance, and health. In the dynamic landscape of Indian households, television has evolved into a ubiquitous presence, exerting a profound influence on the lives and social development worldwide. While serving as a dual-edged sword of entertainment and education, the ramifications of excessive or inappropriate

television exposure on children cannot be overlooked. When it comes to the context of India so many studies such as (Tanwar et al., 2016; Singh et al., 2014; Dhiman, 2022) explore the impact of television exposure on children in India, drawing on Indian studies to highlight the various effects. Research has shown that children who viewed a greater number of channels were more likely to behave aggressively, according to research by Raj et al., (2017) in both urban and rural Indian populations. This supports worldwide studies that point to a connection between aggressive behaviour in kids and violent media (Singh et al., 2014). Dhiman's 2022 study in Delhi revealed a concerning trend of prolonged television viewing, linked to decreased academic achievements in children. Television exposure in India can significantly influence the attitudes and beliefs of children, leading to materialistic attitudes (Patel & Chakraborty 2016) and higher levels of debt. Furthermore, the inactive nature of television viewing increases the risk of childhood obesity because children who watch more of it are more likely to be overweight or obese from unhealthy snacking and sedentary activities (Raj et al., 2017). Exposure to television has a big effect on Indian kids, both good and bad.

1.6 ROLE OF PANDEMIC ON CHILDREN DAILY ACTIVITIES

The COVID-19 pandemic hastened a pattern shift in television consumption of children and elevated its significance as a tool for education, entertainment, and socialization. The COVID-19 Pandemic has overwhelmed many social issues among children. Education of children is expected to be severely affected by school closures. After being closure of Schools for a long time, and addiction to social media and the Internet now Children are more prone to exposure to television and the internet which leads to an effect on the health of children. As schools transitioned to remote learning, television became a crucial educational tool for children confined to their homes. Research by Rideout (2016) highlights the educational benefits of high-quality educational programs like PBS Kids and National Geographic Kids, which promote cognitive, emotional, and social development in children. The pandemic underscored the importance of such programming, with parents relying on television to support the learning of their children during the disruption caused by school closures. Moreover, television served as a means of entertainment and escapism during a time of heightened stress and uncertainty. Readings have revealed that experience to uplifting and engaging gratified can have positive effects on the well-being of children, providing a sense of comfort and distraction during challenging times (Valkenburg et al.,

2013). The proliferation of streaming platforms and on-demand services offered children a diverse array of programming options, catering to varying interests and preferences. Parental monitoring and guidance became paramount in shaping the television consumption habits of children. By co-viewing programs with their children and discussing content, parents can facilitate critical thinking and media literacy skills, empowering children to make informed choices about their media consumption. Advances in technology afforded parents greater control over their viewing experiences of children through parental controls and content filtering mechanisms. Platforms like Netflix and Disney Plus introduced parental guidance features, allowing caregivers to restrict access to age-inappropriate content and monitor viewing history. Beyond its educational and entertainment value, television served as a conduit for social connection and emotional resilience during periods of isolation. Virtual playdates and watch parties enabled children to interact with friends and family members remotely, mitigating feelings of loneliness and fostering a sense of community. Research by Uhls et al. (2014) suggests that mediated communication can facilitate social bonding and emotional expression, offering a lifeline for children separated from their peers. Programs that address themes of empathy, kindness, and resilience can help children navigate complex emotions and develop coping strategies. The portrayal of diverse characters and experiences on screen contributes to the socioemotional development of children by fostering empathy and understanding of others.

1.7 TELEVISION AND CHILDREN (ROLE OF TELEVISION IN DEVELOPMENT OF CHILDREN)

Educational material on television can positively enhance learning and information acquisition of children. It can also help kids learn about and appreciate many cultures, ideas, and viewpoints. On the negative side, excessive and inappropriate television viewing can lead to laziness and a lack of motivation to learn. It can also contribute to negative social behaviours, such as a reduced ability to interact with peers and difficulty forming and maintaining relationships. In addition, the content of television shows can also influence the extent of usage among children. For example, shows that are highly engaging, and entertaining, and promote instant gratification may lead children to spend more time watching television. Prolonged exposure to television can lead to sedentary behaviour, contributing to physical health issues like obesity and poor posture. Excessive screen time

may interfere with important activities like social interaction, outdoor play, and academic pursuits. Certain television content may also promote negative social behaviours, such as violence, aggression, or inappropriate language, desensitizing children to these behaviours and undermining empathy and prosocial skills. The factors responsible for the extent of usage of television among children include parental monitoring and regulation, peer influence, the content and appeal of television programs, and individual characteristics of the child discussed in this study.

1.8 HEALTH AND TELEVISION

The health of children is important because it is the foundation of all growth and development. Talking was the primary form of communication for the bulk of human history, and in-person interactions were common. Still, practically everything that people do these days is linked to the media. In social connections, finance, entertainment, and education, it finds application. Of course, there have been several developments in computers since then, with new ones coming out practically annually (Bryant, 2018). Television began with the trial of broadcasting Door Darshan, a single national channel, in Delhi on September 15, 1959. Electronic media is the biggest source of recreation and TV attracts children mostly. The children are observed to be spending time on TV and watching the content. This has led to direct consequences for the health of children. So many studies revealed that physical activities are important for a child and when a child gets addicted to television programs the physical activities lose their importance. Several studies have found obesity one of the biggest problems and a big risk among children watching television. The commercialization of brands is cast in such a way as to attract children. The nutrition needed at their age is alternated by the different products shown in television advertisements. Some studies have shown that the products which are shown comprise in quality. The nutrients that are mentioned and the results of growth that are promised are misleading. This affects the health of the children. Advertisement directly affects the eating habits of children and their food consumption which leads to increased Violence, Obesity, and eating disorders. Exposure to alcohol, smoking, tobacco, and drug advertising is associated with positive beliefs about their consumption. Many more children became victims and vulnerable to emotional changes. And at a later stage, their health gets paralyzed.

1.9 SOCIAL HEALTH AND TELEVISION

Historically, speech was the primary communication method, with face-to-face interactions being the norm. Today, media is ubiquitous in various aspects of human interaction, including education, finance, entertainment, and social interactions. Children develop social attitudes due to the influence of the television shows which effects their socialization process and when the social norms and accepted ways of behaviour clash with what children have developed from television directly impacts the psychological wellbeing of the children. Children learn and get socialized from TV programs. They imitate the ways of life shown in the programs. Thus, they demand the same as they perceive. If the economic conditions of the family cannot afford the same. Children who spend too much time on television are unable to interact with their social bonding and this creates isolation which affects the mental health of the children. The nutrition needed in their age is alternated by the different products shown in television advertisements. Some studies have shown that the products which are shown comprise in quality. The nutrients that are mentioned and the results of growth that are promised are misleading. This affects the health of the children. Adolescent children watch programs glorifying rich lives, excessive sex, violence, and adult themes, instilling unrealistic expectations and straining families. Children learn and get socialized from TV programs. They imitate the ways of life shown in the programs. Thus, they demand the same as they perceive. If the economic conditions of the family cannot afford the same, the mental health of the children is affected. The content of the television sometimes depicts violent behaviours, which children imitate, and, in this process, the mental health of the children is affected.

• SOCIAL ISOLATION

Studies suggest that prolonged exposure to television can diminish opportunities for meaningful interactions with family and peers, leading to adverse outcomes for the well-being of children. As children devote more time to television viewing, they allocate significantly less time to engaging with family members and peers, thereby impeding their social development compared to those with limited screen time. This lack of social interaction can disrupt the normal development of neural structures in the brain, affecting cognitive functioning and emotional regulation. Studies have shown that socially isolated children are at augmented jeopardy of experiencing indications of nervousness, stress as well as physiological illness. Children who actively participate in social interactions are

more likely to be socially accepted and have a sense of belonging, whereas those who experience social isolation may face rejection and exclusion. While cartoons can offer entertainment and educational value, excessive exposure to certain content may reinforce stereotypes, promote unrealistic social norms, and contribute to social isolation by discouraging real-world social interactions.

1.10 GENDER SENSITIZATION

children are influenced by television content and imitate it in their lives. The gender roles and behaviour shown in different television content are learned by the children. The socialization regarding gender is influenced by television and its contents. Television has long been recognized as a powerful medium for shaping societal attitudes and perceptions, including those related to gender roles and identities. This essay delves into the multifaceted impact of television on gender sensitization, examining both its positive contributions and lingering challenges. Television often reflects and perpetuates existing gender stereotypes and norms prevalent in society. Such representations can reinforce harmful stereotypes and contribute to the perpetuation of gender inequality.

However, the television also has the power to challenge these stereotypes and promote gender sensitization by showcasing diverse representations of gender identities and experiences. Television can serve as an educational tool for promoting gender sensitization, particularly through programming targeted at children and adolescents. Educational shows aimed at young audiences can introduce concepts of gender equality, respect, and empowerment in age-appropriate ways, helping children develop more inclusive attitudes towards gender from an early age. Television news and current affairs programs have the potential to influence gender sensitization by highlighting issues related to gender equality and rights of women. Through in-depth reporting and analysis, these programs can raise awareness about gender-based discrimination, violence against women, and other pressing gender-related issues. Furthermore, television can provide a platform for amplifying the voices of women and marginalized gender identities, fostering empathy, and understanding towards gender-based struggles and challenges.

1.11 NOVELTY IN THE STUDY

This study deviates from conventional research on media impacts on children, focusing on sociological aspects. It aims to explore the influence of television on children within the

unique socio-cultural context of Firozabad district, Uttar Pradesh, India, recognizing the importance of understanding these sociological impacts. This study transcends traditional boundaries by examining the intersection of gender dynamics, dietary patterns, and health outcomes with television viewing behaviours of children. Employing a qualitative method with an inductive approach for in-depth understanding or to make the study more reliable. This research examines insights collected from fieldwork qualitatively. This thesis provides a localized and refined perspective on the impact of television on children, emphasizing the significance of considering the socio-cultural context of the Firozabad district.

1.12 SIGNIFICANCE OF THE STUDY

This study investigates the impact of television on children's growth, focusing on their eating habits, viewing patterns, and lifestyle choices. It emphasizes the importance of understanding the factors that shape their growth and well-being for a healthy and thriving population. And the role of gender socialization has emerged as an equally critical deserving. By identifying key factors contributing to unhealthy media habits, such as prolonged screen time, the study provides valuable insights for designing targeted interventions and educational programs. By shedding light on the complex interplay between television exposure, key factors responsible for excess television viewing, lifestyle changes, and gender socialization, this study contributes to a deeper understanding of the factors that shape the lives of children and informs practical strategies for promoting positive developmental outcomes and fostering a healthier future generation.

1.13 DESIGN OF THIS STUDY

The current study attempts to look into the complex interactions between kids and television, concentrating on their degree of involvement and how it affects their social life and general growth. Recognizing the pivotal role of peer groups in shaping social development, this study also acknowledges the significant influence of parental perceptions. to delve into the nuanced perspectives of children and in-depth understanding this study adopts a qualitative and purely descriptive approach, that will emphasize a comprehensive understanding through the lens of the responses of parents to their children.

1.14 OBJECTIVES OF THE STUDY

- 1) To study the factor responsible for the extent of usage of television among children.
- 2) To find out the impact of television on children's everyday activities.
- 3) To study the program and content responsible for deviance, violence, and gender socialization among children.
- 4) To understand parents' response to the impact of television on children's everyday life.

1.15 RESEARCH QUESTION

How does television significantly impact children, shaping their daily routines and behaviors? Specifically, how do different factors influence the extent of television usage among children, and what are the impacts on their everyday activities? How do specific programs and content contribute to deviance, violence, and gender socialization, and how do the responses of parents to these influences vary, highlighting the complex interaction between television and child development concerning health?

CHAPTER- 2

LITERATURE REVIEW

2.1 INTRODUCTION

‘Doing a Literature Review’ a book by (Hart, 2018) encompasses various purposes of literature review such as finding and understanding previous research, and identifying prior conceptual, theoretical, and empirical research that comes under the range of related topics. This acquired information assists in developing and gaining knowledge of appropriate vocabulary as well as the self-purposed to enhance comprehension of the subject. A literature review also helps to find gaps, which can direct future investigations and enhance our understanding of the subject. In this study literature review has been done with the thematic approach which focuses on identifying, analyzing, and synthesizing themes or patterns across a body of literature related to a specific research topic or question. Unlike a traditional literature review that may provide a broad overview of existing research, a thematic literature review delves deeper into specific themes or issues that emerge from the literature. Research topics influenced the development of the pertinent literature for this study, and suitable databases were chosen using criteria for inclusion and exclusion (Snyder, 2019). Therefore, this chapter also looks upon certain theoretical perspectives and concepts related to the themes or subject which is insightful for the study.

2.2 FACTORS INFLUENCING TELEVISION CONSUMPTION BY CHILDREN

Ever since the commencement of technological advancement, television has remained an important tool of broadcasting and transmission. Technological advances have transformed the television viewing experience, offering interactive features, and personalized recommendations. TV serves as a form of entertainment and escapism for children, offering a break from academic pressures or daily routines. According to (Pecora et al., 2009) For generations now the majority of people in India have still relied upon television for content consumption. Increasing consumption of television is guided by various factors that contribute to the viewing habits of children which include parental influence, media environment, advertising, peer pressure, educational content, technological advancements, entertainment value, and parental control (Songül et al., 2002). Also, studies like (Bradley et al., 2002) show that socioeconomic status, specifically maternal educational level, is

correlated with TV viewing of children and (Decker et al., 2012) linked higher TV viewing with household income and lesser socio-economic status that is associated with children TV viewing time. Each of these are discussed below. Factors influencing the TV watch time of children include family socioeconomic status, parental TV behaviour, attitudes, and rules or restrictions (Yang-Huang et al., 2017; Chiu et al., 2017; Barber et al., 2017). Since parents who frequently watch television and engage with their children in selecting and discussing TV content can influence healthier viewing habits. Therefore, parental influence is one of the crucial aspects since viewing patterns strongly influence the preferences and behaviors of children regarding television.

The landscape of media has evolved rapidly with the rise of streaming platforms, smart TVs, and mobile devices, making it easier for children to consume content anytime and anywhere, leading to increased viewing hours (Haleem et al., 2022). Moreover, advertising and marketing on television programming targeted at children often contain advertising for toys, snacks, and other products, which can heavily influence the preferences and desires of children (Desrochers et al., 2007) contributing to the prevalence of overweight and obesity among children (Lobstein et al., 2005). Therefore, television content consumed by children significantly influences their food habits and overall health. Numerous research has continuously demonstrated that watching television is negatively correlated with the consumption of fruits and vegetables and is linked to increased consumption of unhealthy food choices (snacks, sweet drinks, and energy-dense foods) (Liang et al., 2009; Craemer et al., 2012; Borghese et al., 2014; Łuszczki et al., 2019). Studies (Scully et al., 2009; Jenkin et al., 2015; Busse & Piotrowski, 2016) that look at the relationship between childhood obesity and food advertising exposure, concentrating on the effects of television advertising on eating habits and consumption patterns of children. The setting in which children watch television, such as during meals or snacks, has been associated with higher BMI (Coon et al., 2001; Dubois et al., 2008). Parental weight status also plays a role in influencing watch time, snacking patterns, and body mass indexes of children (Francis et al., 2003). The duration of time that families spend watching TV and other parental TV behaviours have also been shown to affect the TV viewing habits of children (Latomme et al., 2018). Additionally, parental attitudes towards TV viewing, including the belief in the educational benefits of TV, can impact the TV time of children. The presence of rules or restrictions on TV time, set by parents, is another important factor that influences the TV viewing habits

of children (Gentile et al., 2014). Furthermore, the media consumption habits of children, including television viewing, can influence their perceptions of societal threats and personal vulnerability (Comer et al., 2008).

2.2.1 EXTENT OF TELEVISION USAGE

Television usage refers to the time people spend watching television programming, including live broadcasts, recorded shows, and streaming services. Television usage varies depending on region, demographics, technological advancements, and cultural preferences. Despite this, television remains a popular form of entertainment worldwide, with many people spending several hours per day in countries with well-developed television infrastructure. There are numerous factors that influence television usage among children such as age, gender, and personality traits, as well as family and social context, such as parental attitudes or distraction towards television, household rules, and most importantly their social context peers also play a significant role, as children often emulate their friend's behaviors and seek validation through shared interests (Vandewater, 2009; Subrahmanyam, 2011). Furthermore, the type of content and pacing of television programs (Roberts, 2005; Bryant, 2001) can also impact television usage among children (Schneider et al., 2004). Furthermore, the advancement of technology, such as smartphones and tablets, has expanded access of children to television content, blurring the lines between traditional and digital media consumption (Livingstone et al., 2013).

• PARENTAL ATTITUDE AND DISTRACTION TOWARDS TELEVISION

According to Laurencella (2020), parental distraction is a factor that greatly affects how much time kids spend watching television. According to research by Abrol (1993), and Taras (1990), parental attitudes and education are important factors in determining their children's television-watching habits. According to (Abrol et al., 1993), parental factors such as media use and distraction significantly influence the television-watching habits of their children. Also, studies offer insight into parental control over content and viewing time that significantly affects the television consumption habits of children. Additional studies consistently demonstrate that parents with higher levels of education engage in greater conversation and contact with their kids about TV shows, and that using TV as a diversion is positively connected with longer viewing sessions. This is corroborated by Lauricella (2015), who shows a substantial correlation of screen usage between parents and

kids. According to Christakis (2004), kids who watch television in their bedrooms or while eating meals in front of it typically watch more of it. These results emphasize how important it is for parents to carefully supervise the television consumption of their kids and to establish reasonable limits. Studies have shown that parents often use screens as “babysitters” and maybe distracted from parenting their children while they use media in their leisure time (Koo et al., 2015). This can lead to increased screen time for children, as parents may not be actively engaged in co-using media or supervising their media-use by children (Peter & Nikken, 2022). Additionally, media use and attitudes of parents towards technology are strongly related to the use of media by young age children (Tang et al., 2018).

- **PEER INFLUENCE**

Studies suggest that peer influence significantly influences children’s television consumption habits, particularly as they grow older, potentially through the content they watch and the behaviours they adopt. Children may discuss TV shows and characters with their friends, leading to peer pressure to watch certain programs or the desire to fit in with peer groups. While tracing down factors that influence TV usage by children, the impact of advertising and peer influence cannot be overlooked. Research indicates that peer influence has a major role in how much children watch television and that it positively and statistically significantly affects the intake of screen media by children, especially TV (Escardíbul et al., 2013). According to Anderson et al. (1981), when children watch television together, they synchronize the impact behavior of each other, illustrating a proactive transactional process between the viewer of the TV and the television-viewing environment. Social interactions within schools also play a role in shaping the television viewing choices of adolescents, with evidence suggesting that an increase in school-level television viewing is associated with an increase in individual-level viewing (Fletcher, 2006).

- **CONTENT AND PACING OF TELEVISION PROGRAMS**

The “type” of shows broadcasted on TV and the “pace” with which get telecast affect the watch-time of children. Some types of shows might be more interesting to kids, so they will watch TV for a long time. Also, if the shows comprise action or change scenes and variation, kids might pay more attention and watch TV for even longer. Therefore,

multichannel TV provides “increased choice and control for children” (Caret,2004). Exposure to television programs is associated with children’s media consumption and may influence their levels of aggression and conduct (Nazari et al., 2019). Additionally, the pace of television shows, especially cartoons, has been found to impact attention and executive functioning abilities in children, with varying effects observed typically developing in children with ADHD (La Vigne, 2017). McCullum (2003) conducted a systematic content analysis and found a notable variation in television show pacing, both overall and among curriculum-based and non-curriculum-based programming. Moreover, research has emphasized the rapid pacing of television programmes and their possible adverse impacts on the social and cognitive development of children(Gosser, 2012). According to García (2005), children who are lured to action-packed and violent television shows may watch more of them. Children watch television for a considerable period, as highlighted by Fisher et al. (1968), implying that the themes and pacing of shows have a big impact on the viewing habits of children. Additionally, Huston et al. (1990) provided support for this by demonstrating how children’s television viewing habits are shaped by ambient factors such as program content and tempo.

- **PANDEMIC AND CHILDREN**

The COVID-19 epidemic has had a substantial impact on television consumption by children, leading to a noticeable rise in screen time for both recreational and instructional objectives. It has also had a major impact on the dependence of children on electronic gadgets. (Koota & Gbska, 2021; Ribner et al., 2021).This trend is particularly evident in children aged 5-12 years, who are more likely to use television, computers, and tablets (Pasi et al., 2022). It is observed that the COVID-19 pandemic has significantly impacted television usage of children, extending its role from education to emotional support, raising concerns about excessive screen time and its impact on physical health, especially during lockdown and social distancing periods (Nazarov & Kovalev, 2021). As schools closed and remote learning transitioned, educational television programming became essential for supplementing academic instruction. Disruptions in school arrangements and social interactions during the pandemic have altered the lifestyle of many children, potentially affecting their television viewing habits (Kwok et al., 2022). With the advent of online learning, children turned to television for both education and entertainment. Due to quarantine and in-house isolation recreational activities were limited that too pushed

children to cling to electronic devices. The pandemic has also led to a higher proportion of children exceeding screen time levels, especially among 3–4-year-olds (Lima et al., 2022). However, children participating in remote learning activities such as (Bingo, Flipgrid, Read Aloud, Charades, Seesaw, Art show, Draw the Shape, etc.) tend to have lesser access to television (Ibid). During the pandemic content offered by various channels based on different age groups experienced a surge in viewership, providing valuable resources for parents seeking to maintain their educational progress of children during prolonged periods of isolation. Owned by Prasar Bharati, the management of Door Darshan decided to air these epic series as part of its programming strategy, reaching a vast audience across India and also having multifaceted sociological implications). This in turn increased screen time attributed to factors such as remote education, changes in routine, and fear associated with the pandemic (Machado et al., 2022). Parents in contemporary times already struggling to balance work and childcare responsibilities face the additional challenge of monitoring their media consumption of children and enforcing screen time limits. Consequently, Parental supervision and concerns about excessive screen time are other aspects of the pandemic that have been raised along with concerns about obesity, sleep disturbances, and impaired social skills (Anderson et al., 2008). Also, the pandemic has led to increased stress levels among children and parents, affecting family dynamics and potentially leading to more television viewing as a “coping mechanism” (Krom et al., 2022; Cusinato et al., 2020). The availability of excessive COVID-19-related content on television contributed to negative mood effects and increased consumption of sweetened foods as a form of comfort (Tebar et al., 2021). Programs featuring familiar characters and comforting stories offered a sense of stability and routine during this challenging time. Therefore, television also served as a source of emotional comfort and distraction for children facing the uncertainties of the pandemic. The economic repercussions of the pandemic, such as reduced income and altered consumption patterns, have also played a role in shaping the television consumption behaviors of children (Widnyana & Widyawati 2020). Studies have shown that screen-viewing patterns in UK school children changed during the pandemic, with higher levels of television viewing reported post-lockdown compared to before the pandemic (Salway et al., 2023). This increase in television consumption was also observed in children from the city of Votuporanga-SP, Brazil, where the pandemic period favored greater access to digital equipment for school activities, leading to increased use of cell phones and screens (Pasi et al., 2022). A survey found that television was the most common

media used by children during the pandemic, with daily screen time exposure being significantly higher in children aged 5-12 years (Munzer et al., 2022) which impacted their physical activity levels, leading to increased sedentary behavior. Thus, the COVID-19 epidemic has affected and raised the amount of television that kids watch, as well as having a big impact on how much kids watch TV. Screen time for children rose as a result of the epidemic and the ensuing restrictions, particularly during lockdown periods (Oliveira et al., 2023). Overall, the family, friends, and cultural surroundings of children have an impact on their views and actions toward television viewing. Their exposure to various media and advertisements has a big impact on how they watch television as well (Gunter & Gunter, 2019; Chan & Huang, 2014).

2.2.2 UNDERSTANDING OF CHILDREN REGARDING TELEVISION USAGE

The understanding of television among children is influenced by their increasing independence and familiarity with its formal features (Wright, J. C., & Huston, A. C. 1981). Also, understanding of the television content of children can vary depending on their age and cognition. As children age and develop cognitively, their understanding of televised social interaction becomes more sophisticated (Bearison & Daniele, 1982). Younger children may have difficulty distinguishing between fantasy and reality, leading them to imitate aggressive behaviours or believe in unrealistic scenarios portrayed on TV. As children grow older, they become more adaptable to understanding the persuasive intent of commercials and the fictional nature of television shows. Since TV is an integral part of family life, so parental involvement plays a crucial role in shaping the television habits of children. Paavonen et al., (2009) revealed parents who co-view programs with their children, discuss the content, and set limits on screen time are more likely to mitigate the negative effects of television. Hence, Family communication and cognitive skills play a role in children's comprehension of television (Desmond et al., 1985). Engagement of children with television content is also influenced by their socialization experiences and the influence of others (Potts & Yu, 2018). In that regard, social and cultural resources play a key role in Television usage understanding of children, as well as their prior knowledge and experiences (Oh, 2019). Media use among children and adolescents is common, with television being the most commonly used medium (Guram & Heinz, 2018).

2.2.3 THE RELATIONSHIP BETWEEN CHILDREN IN TELEVISION TIME

The relationship between children and television time is a significant concern among parents, educators, as well as researchers. Television offers entertainment, educational content, and socialization opportunities for children, but as discussed above its consumption can have profound implications for their development and well-being. Television viewing time and its relationship with children can be influenced by various factors. One hypothesis suggests that television viewing distracts children from activities important for their learning, while another hypothesis proposes that watching television inhibits important affective/cognitive skills (Supper & Talbot, 2021). Variations in toddler TV time and content can influence behavioural consequences; children who watch a lot of violent content are more likely to use media problematically and behave aggressively (Holmgren et al., 2023). Children now watch television in a completely different way thanks to the widespread use of media streaming services and gadgets, which offer them unparalleled access to a wide range of content at any time and location. Pakistani television dramas depict parent-child relationships in such a way that children of high socioeconomic status parents behave submissively, while children of low socioeconomic status parents behave disrespectfully (Tahi et al., 2022). Particularly in the evenings, watching television can take up reading time. Any rise in viewing time could mean less time for reading (Willson, 2019). Television consumption of children is influenced by a variety of factors, including social and cultural factors. Television programming shapes the views of children about self and the globe around them by reflecting and reinforcing social conventions, principles, and identities. Inequalities in media experiences and outcomes of children can be made worse by differences in access to media resources as well as possibilities for media literacy education. Studies like Cheng et al. (2010) and Anderson et al. (2001) show how young children in the contemporary day are exposed to television—as early as infancy. Children’s development can be impacted by TV in several different ways. Positively, educational initiatives can enhance cognitive, social cognitive, and language skills. For instance, the reading and writing skills of children are improved by instructional television programmes. However, watching too much television has been linked to negative outcomes like decreased exercise, sleep disturbances, and subpar academic results (O’Brien et al., 2018; Magee et al., 2014; Hancox et al., 2005).

2.3 IMPACT OF TELEVISION ON THE EVERYDAY ACTIVITIES OF CHILDREN

The presence of Television has become ubiquitous in the lives of children, with a significant impact on their everyday activities. This impact includes both positive and negative effects on their physical, cognitive, and social behavior and psychological and social development. The daily activities of children are greatly impacted by television, which also affects the way they eat, physical well-being, and academic achievement (Gupta, 1994). It also shapes their knowledge, attitudes, and behavior, particularly in the areas of aggression, stereotypes, and interest in reading and school activities (Zuckerman, 1985). All sorts of violence broadcasted on TV programs can further exacerbate these effects (Johnson, 1996). Additionally, television can influence the dietary intake of children and purchasing patterns, potentially contributing to obesity and sedentary lifestyles (Taras, 1989). Since practically every home has a television, it has a huge influence on the daily activities of children because it has ingrained itself into their lives (Bellwin, 2020). Children who grow up with television are more vulnerable to acquiring its influence, as they notice and react to it from a very early age (Divya et al., 2018). Television has replaced parents in some ways, becoming a “virtual parent” for many children (Zaky, 2016). The influence of television is reflected in the social behavior of children, especially during their high school years, which is a crucial period personally and academically (Kruuse & Kalmus, 2014). Additionally, excessive television viewing can deprive children of other healthy activities like outdoor play, sports, and quality time with family members (Aleksić et al., 2019). Various studies (Anderson & Bushman, 2001; Strasburger et al., 2010; Hancox et al., 2005; Gentile & Anderson, 2003; Christakis et al., 2004), the quality of TV programs watched can have a negative influence on behavior of children, increasing the risk of violence, aggression, obesity, premature sexuality, and substance abuse. To monitor the amount of time children spend viewing and customizing TVs to be kid-friendly and to develop an understanding of the influence of advertising on television and other media on children There are several methods and tools (Parental control. TV time management app, co-viewing, limited TV access, etc.) available to control the amount of television that kids watch. And also, the way it is visually presented. However, managing screen time, monitoring content, and promoting responsible media use presents both opportunities and challenges for parents

and educators. Thus, in the next section, the study assesses the impact of television on its younger audience.

2.3.1 ASSESSING THE IMPACT OF TELEVISION ON YOUNG AUDIENCES

It serves as a powerful tool for education and entertainment, offering a diverse range of programming shaped to different age groups. Studies show that media consumption can influence the physical, mental, and emotional health of youth, both positively and negatively (Lobo & Bhat, 2022). Educational content-based programs can enhance cognitive development by introducing children to new concepts, fostering critical thinking skills, and promoting literacy. However, the impact of educational programming may vary depending on content quality and parental involvement. Research consistently shows that television has a significant impact on young audiences, influencing their behavior, attitudes, and health. Dietz (1990, 1991) highlighted the potential for television to promote violence, obesity, and negative stereotypes, and calls for initiatives to reduce viewing time and improve program content. Marshall et al. (2006) further supports these findings, with Marshall noting that high TV viewing in childhood can persist into adolescence, and Anderson et al. (2001) found that early exposure to educational programs is associated with positive outcomes, while exposure to violent content is linked to lower academic performance. Since practically every home has a television, it has a huge influence on the daily activities of children because it has ingrained itself into their lives (Bellwin, 2020). However, it is important to note that the influence of television on children can lead to social isolation and a lack of social maturity (Siedlecka et al., 2021). Additionally, unsupervised television watching can expose children to content they may not understand or misinterpret, potentially leading to improper behavior (Pramanik, 2023).

2.3.2 TV WATCHING PATTERN OF CHILDREN AND EVERYDAY ACTIVITIES

Television watching patterns in children are closely linked to their daily activities, influencing their routines, behaviors, and development. These patterns are influenced by the allocation of time for viewing, the availability of screens and media devices, and the content they consume. Children often incorporate TV watching into their daily routines, whether before or after school, during meals, or as part of bedtime rituals. These viewing

habits can become ingrained over time, shaping their perceptions of how they spend their free time and their preferences for specific programs or genres. So many studies have explored the watching patterns of children in various everyday activities. (Saarni, 1984) found that attempts of children to regulate their expressive behaviour in conflictful situations varied by age and gender. In fact, Parten (1932) observed the social participation of preschool children, categorizing their behaviour into different types of play. A major factor is the availability of screens and media devices that have also influenced the TV-watching patterns of children. With smartphones, tablets, and smart TVs, children have greater access to television content anytime, anywhere, leading to changes in viewing behaviors such as multitasking, binge-watching entire series, or using on-demand streaming services. The connection between children's daily activities and their habits of TV watching. Numerous research looked at the daily activities and watching habits of children. According to one study, children from low-income immigrant families from Central America participated in play, mealtimes, personal care, and watching television (Debnath &Wetzel, 2022). It also concentrated on how distractions from tasks affect an individual concentration when engaging in daily activities. It was discovered that engaging in games as opposed to reading or watching has an impact on children and adults continued information processing and attention allocation, as well as reducing early storage of noises (Stevens et al., 2012). Furthermore, research on the interactional arrangements of material, cultural, and social supports for learning within contexts was presented during a conference. Two of the symposium papers looked at how questioning and imitation interact in various contexts, and the other two papers investigated how kids play with blocks and watch TV in various settings (Dunst et al., 2002).

2.3.4 THE ROLE OF TV IN SHAPING BEHAVIOR IN THE DEVELOPMENT OF CHILDREN

Television significantly influences the behavior and development of children, serving as a powerful medium for learning about the world, interacting with others, and understanding their experiences. Both beneficial and harmful effects of television on children's conduct have been studied. TV use and behavioral issues in preschoolers have been linked by (Asghari et al., 2017); on the other hand, (Kruuse & Kalmus, 2014) noted that TV can affect emotional and cognitive development, potentially leading to both positive and negative results. Television content can reinforce or challenge existing social norms and values,

shaping perceptions of children and their acceptable behavior and social roles. Children learn social skills and problem-solving abilities from watching such TV programs (Usmani, 2015). However, heavy viewers of cartoon programs tend to have more stereotypical views on gender-specific roles and characteristics, assigning household chores and nurturing to females (Zaheen & Khan, 2019). Characters and storylines that depict diverse perspectives, identities, and experiences can promote empathy, tolerance, and inclusivity, while stereotypical portrayals of gender, race, and ethnicity can translate and perpetuate gendered stereotypes and gendered biases. High-quality educational programming designed specifically for children can enhance cognitive skills, promote prosocial behaviors, and foster positive socialization experiences. Programs that emphasize problem-solving, creativity, and critical thinking can stimulate the curiosity and imagination of children, while programs that incorporate social-emotional learning principles can help develop empathy, self-awareness, and interpersonal skills. Murray and Murray(2008) emphasized the importance of carefully designed programs for preschoolers, such as ‘Sesame Street’ and ‘Mister Rogers’ ‘Neighbourhood’, in promoting social skills and academic preparation. Further, (Anderson et al., 2012) underscored the potential of educational TV to enhance academic achievement and “prosocial behaviour” in children. Watching television can influence socialization process among children, affecting cognitive and verbal skills, aggression, sexual development, and emotional and physical development (Baji, 2020). TV advertising also influences the behaviour of children, and they understand advertising messages at an earlier age than previously thought (Zumrová et al., 2020). Crime shows on television, popular among viewers of all ages, including children, may have negative behavioural outcomes, especially during the developmental phase (Abdullah& Abd Rahman, 2017).

2.3.5 ANALYZING THE CORRELATION BETWEEN TV VIEWING AND THE LIFESTYLE OF CHILDREN

Children’s TV consumption and lifestyle have a complicated link that is influenced by several of the previously mentioned aspects. Studies in this area indicate that too much screen time might result in a sedentary lifestyle, which can cause obesity and bad posture, among other health problems. It also displaces time for outdoor play, sports, and other physical activities essential for the development and well-being of children. There is a correlation between TV viewing of children and various aspects of their lifestyle for

instance Holman and Braithwaite (1982) found that attitudes of parents and socioeconomic status influenced the type and quantity of TV viewed by preschoolers. Further, Taras et al. (1989) supported this study and indicated that TV-viewing of children was associated with their requests for advertised foods and caloric intake. Furthermore, Rubin (1979) identified different motivations for TV viewing, with age being a key factor. The content of television programming can influence the lifestyle choices of children, particularly regarding nutrition and health behaviors. TV advertisements and viewing have been found to influence the food choices and habits of children, with an increased number of unhealthy food commercials impacting their preferences (Daphane, 2020). Advertising unhealthy food and beverages while watching TV may contribute to poor dietary habits and preferences for sugary, high-calorie foods. Conversely, educational programs that promote healthy eating habits, exercise, and hygiene practices can have a positive impact on lifestyle choices and behaviors of children. TV viewing habits and lifestyles of children have been the focus of several studies. One study found that higher levels of sedentary TV viewing and low cardiorespiratory fitness (CRF) were associated with higher cardiometabolic risk in schoolchildren (Silveira et al., 2022). Another study suggested that excessive TV viewing in childhood and adolescence may be associated with substance-related and behavioural addictive disorders in adulthood (McAnally et al., 2022). Excessive screen time may detract from time spent on educational activities, potentially impacting academic achievement and cognitive skills. Excessive screen time may limit opportunities for face-to-face social interactions with peers and family members, potentially affecting children's social skills, empathy, and emotional intelligence. Watching TV shows where relationships, beauty standards, and social norms are shown unrealistically can make kids feel like they are not good enough, feel pressure from their friends, and compare themselves to others.

2.3.6 UNDERSTANDING THE DYNAMICS OF TELEVISION IN MODERN CHILDHOOD ACTIVITIES

Television has become a ubiquitous form of media consumption in modern childhood activities, with its impact on the lives of children being reshaped by the proliferation of screens and devices. With the availability of smartphones, tablets, computers, and smart TVs, children have unprecedented access to television content anytime. As literature depicts that television has become a dominant medium in the lives of children in modern society, with children spending a significant amount of time watching TV programs,

shaping the development and socialization of children (Guru et al., 2013; Kruuse & Kalmus, 2014; Watkins, 1985; Gislason et al., 1980). TV serves as a source of entertainment, education, and socialization for children, shaping their perceptions, attitudes, and behaviors. Educational programming can enhance cognitive development, promote literacy skills, and foster critical thinking abilities. It can have both positive and negative effects, influencing emotional and cognitive development, creative ability, and school readiness, but also potentially leading to poor fitness, sleeping disorders, and aggressive behaviour (Kruuse & Kalmus, 2014). The influence of television is complex, with the understanding of its content influenced by the experiences and culture of children (Macleimont, 2005). The impact of television on the emotional and cognitive development of children has been widely studied, with both positive and negative effects identified. On the positive side, TV viewing has been associated with improved creative ability, better school readiness, and higher ambitions (Santos et al., 2010). On the negative side, excessive TV viewing has been linked to poor fitness, being overweight, sleeping disorders, and negative social behaviours (Cisneros et al., 2005). It has also been observed that too much TV viewing can lead to the exclusion of other healthy activities. Parents and caregivers have a responsibility to guide children in cultivating healthy television habits and making appropriate choices in TV programs. In general, understanding the dynamics of television in modern childhood activities is crucial for promoting healthy development in children. Conversely, the dynamics of television in modern childhood activities raise concerns about its potential negative effects on the development and well-being of children.

2.3.7 SCREEN TIME VERSUS PLAYTIME EXPLORING CHANGES IN CHILDHOOD ACTIVITIES

Finding a Balance for Screen Time and Play Time of Children in the present digital age, the balance between screen time and playtime has become a critical aspect of the daily activities of children. As children increasingly engage with various media platforms, it is essential to consider the impact of this screen time on their overall well-being and development. At 3-4 years, children from low SES families engage in more outdoor play, while at 10-11 years, children from high SES families have more outdoor play time (Lu et al., 2023). Excessive screen time in early childhood can lead to externalizing issues, while parent-child play time is crucial for healthy psychosocial development (Wong et al., 2021). Screen time negatively correlates with fine motor skills, visual-motor integration, and sensory processing in

children (Dadson et al., 2020). Behavioural interventions can effectively reduce the screen time of children, with the inclusion of goals, feedback, and planning techniques enhancing intervention effectiveness (Alexis et al., 2021). Mentoring can lead to changes in how novice teachers facilitate child-centered free playtime, promoting reflective thinking and understanding the importance of creating a child-centered environment (Seung-Ryoul, 2022). Leveraging Technology for Learning and Creativity while managing screen time is important, it is also essential to recognize the potential of technology as a tool for learning and creative expression.

2.4 THE PROGRAM AND CONTENT RESPONSIBLE FOR DEVIANCE, VIOLENCE, AND GENDER SOCIALIZATION AMONG CHILDREN

According to studies reviewed earlier, television is a powerful medium that can significantly influence the perceptions, attitudes, and behaviors of children. Deviance, defined as behavior that deviates from societal norms or expectations, is a complex concept that can manifest in various forms within television programming targeted at children. Exposure to deviant behavior displayed in media has been linked to an increased likelihood of engaging in similar behavior among children. Research has identified several factors that contribute to deviance, violence, and gender socialization among children. Fine(1988) highlights the negative impact of inadequate sex education on female students, particularly those from low-income backgrounds. Violence is another prevalent theme in television programming of children, with studies indicating that a significant portion of content contains some form of violent imagery or behavior. As discussed, (Brush & Miller, 2019) a need for “gender transformative” interventions to challenge and change gender-inequitable attitudes and behaviours, which can contribute to violence. Both studies (Coie & Pennington, 1976) and (Stoltz, 2005) emphasized the role of socialization in these issues, with the study of Coie showing age-related shifts in perceptions of deviance and disorder, and work of Stoltz underscores the need for violence prevention programs that address the unique challenges faced by male youth in adopting non-violent attitudes and behaviours. On the other hand (Oetting, 2014) highlighted that adolescence is a critical period for the development of deviant behaviours, emphasizing the importance of prevention programs targeting youth. Deviant attitudes and behaviours are primarily shaped by socialization processes, highlighting the role of family, school, and peer clusters in influencing norms.

The program and content responsible for deviance, violence, and gender socialization among children include television programming that contains graphic depictions of violence (Racionero-Plaza et al., 2021). Additionally, research shows that children learn violent behaviours from the content of television and imitate characters from violent programs (Sheppard, 2019). Gender-based violence (GBV) and violence against children are pervasive globally and addressing them is an urgent priority (GARCÍA GALERA, 2000). Isnawati (2022) conducted a study on online gender-based violence education programs, highlighting the importance of digital privacy, and discussing realities, regulations, and myths.

2.4.1 INFLUENCE OF MEDIA ON CHILDHOOD DEVIANCE

Television media has been found to have an influence on childhood deviance behaviour. Media literacy interventions have shown a moderate effect size in reducing deviant behaviours such as alcohol, smoking, body dissatisfaction, and eating disorders (Xie & Zhou, 2019). Through cartoons and dramas, television programming often features characters engaging in deviant behaviors, such as aggression, disobedience, or rule breaking. When children watch these behaviors being portrayed without consequences or rewards, they may internalize them as acceptable or desirable. This process, known as “social learning theory”, given by ‘Albert Bandura’, suggests that children learn through observation and imitation, with television serving as a primary source of behavioral modeling. Exposure to crime-based shows on television has been linked to risky behaviours and juvenile delinquency in Pakistani adolescents (Abdullah et al., 2016). Television content that emphasizes violence and illegal actions can lead to increased aggression, lowered self-control, and morally deviant behaviour in children (Gharibi, 2016). It can be analyzed that television content can also desensitize children to deviant behavior by normalizing and glamorizing it. Characters who engage in deviant acts may be portrayed as cool, rebellious, or heroic, perpetuating the myth of the “bad boy” or “bad girl” persona. The violent content aired on television or in cinemas can negatively impact the school behaviour of children, leading to issues such as drug abuse, fighting, and bullying (Kaburia, 2016). When children are repeatedly exposed to such portrayals without critical analysis or contextualization, they may become desensitized to the negative consequences of deviant behavior, leading to a blurring of moral boundaries.

Media, particularly television, plays a role in shaping deviant behaviours in children and adolescents. The commercial nature of television programming introduces additional complexities to the relationship between television and childhood deviance. Advertising, product placement, and marketing tactics embedded within television content often promote materialism, and consumerism, fostering a culture of entitlement and impulsive behavior. Pearson (2006) suggests that exposure to violent and anti-social media can contribute to disruptive behaviour in middle school students, but it is not the sole factor. This is supported by (Zuckerman & Zuckerman, 1985), who highlights the association between television viewing and aggressive behaviour of children, among other negative impacts. However, (Sanders et al., 2000) present a more positive perspective, showing that a television series can reduce disruptive child behaviour and increase parenting competence. Also, (Derksen & Strasburger, 1994) emphasizes the role of the primary care physician in mitigating the potential negative influence of the media on children. Children exposed to these messages may develop unrealistic expectations about wealth, success, and happiness, leading to feelings of inadequacy or frustration when their reality does not align with the glamorous lifestyles depicted on screen. The findings of these studies together suggest that television media can have a significant impact on childhood deviance which is mentioned below in a much-detailed manner.

2.4.2 IMPACT OF MEDIA ON CHILDHOOD VIOLENCE

Television has become a crucial part of modern childhood, shaping the perceptions, interactions, and self-perception of children. Anderson et al. (1996), repeatedly shows a correlation between early exposure to violent television programming and later aggressive behaviour. This link is connected to rises in violent attitudes, values, and behaviors and is present in both teenagers and young adults. One major reason television can make children act more aggressively is by showing aggressive behaviour. TV shows often have characters who fight, argue, and hurt each other physically. Children might think it is okay or useful to solve problems or show strength by being aggressive themselves. Repeated exposure to violent content on television can desensitize children to the consequences of violence and the suffering of others. It has been observed that violent content in media can cultivate aggressive attitudes among children, leading to damaging actions and behaviours (Zafar & Chaudhary, 2018). Longitudinal studies of (Pagani et al., 2023) have demonstrated that early exposure to violent media is associated with psychosocial and academic risks in both

girls and boys, including emotional distress, decreased classroom engagement, and lower academic achievement. However, the evidence overwhelmingly supports the notion that exposure to TV violence increases the likelihood of aggressive behaviour and the acceptance of violence as a means of conflict resolution (Anderson et al., 2023). Television programming also perpetuates stereotypes and glamorizes aggression, particularly in the portrayal of gender roles and relationships. Male characters are often depicted as strong, dominant, and assertive, while on the other hand female characters are often relegated to passive or subordinate roles. These gendered representations can reinforce traditional norms of masculinity and femininity, promoting aggression as a masculine trait and passivity as a feminine one. Therefore, in the paragraphs given below, we will be discussing gender socialization in a broader aspect.

2.4.3 GENDER SOCIALIZATION IN TELEVISION MEDIA AND CHILDREN

Views of children about gender stereotypes, identities, and behaviors are greatly influenced by television. The study by Witt (2000) highlights the significant impact of television on gender role socialization, stating that exposure to diverse gender messages and stereotypes from a young age significantly shapes their understanding of gender and identity. Gender socialization in television media has been extensively studied, and research suggests that media content can significantly influence the gender identities and beliefs of children and adolescents (Witt, 2000; Oosten, 2023). Television programs, gaming, and mobile phone selfies are all forms of media that contribute to the construction and representation of gender identities for young people (Mazzarella, 2022). Heavy cartoon program viewers often hold stereotypical views about gender-specific roles and characteristics (Zaheen&Khan, 2019). Television programming often perpetuates rigid and stereotypical portrayals of gender roles, presenting boys and girls with narrow and limiting definitions of masculinity and femininity. These gendered representations reinforce and institutionalize traditional norms and expectations regarding appropriate behaviors, interests, and aspirations for boys and girls, shaping the understanding of children and their masculine or feminine understanding. Media in television depictions of LGBTQ teens can spark identity-related conversations between parents and their LGBTQ children, leading to mutual socialization and support for the identity of teenagers (Mares et al., 2023). Nonverbal patterns in media, such as the way characters are portrayed, can communicate gender norms

and shape gender stereotypes for children (Lamer et al., M. 2022). Women are often underrepresented in television, and these gender-role media images can influence conceptions of people about gender roles (Signorielli,2012). These portrayals can influence their perceptions of romantic relationships, friendships, and familial roles, shaping their expectations and behaviors in interpersonal interactions. As so many studies show television can also activate, cultivate, and alter the gender schemata that children bring to the viewing situation (Calvert & Huston,1987). Television as media on gender socialization in children is profound and far-reaching, shaping the understanding of gender roles, identities, and behaviors among children from a young age. Through the perpetuation of gender stereotypes, biases, and expectations, television programming reinforces traditional norms and reinforces harmful attitudes and beliefs about masculinity and femininity.

2.5 RESPONSE OF PARENTS TO THE IMPACT OF TELEVISION ON THE EVERYDAY LIFE OF CHILDREN

As the literature shows, Television has a significant impact on the everyday life of children, influencing their behaviour and attitudes and parents must understand its impact (Munawar et al., 2022; Bellwin, 2020). Thus, parental monitoring and supervision are essential in managing the impact of television on the development and well-being of children. In this context, parents play a crucial role in monitoring and supervising the TV viewing habits of their children (Triwardhani,2020; Patel & Chaudhari, 2021). Perceptions of parents for the influence of television can vary, with some viewing it as a valuable educational tool as educational content on television can have a positive impact on the development of children, as parents often encourage their children to watch educational content as a supplement to traditional learning methods. Interventions that target social norms of television viewing within schools have the potential to change individual television viewing, which can have positive effects on adolescent health outcomes such as obesity, emotional problems, and academic achievement (Kennedy & Chen, 2009), others worry about its potential negative effects.

As aforementioned television can have both positive and negative impacts on the everyday lives of children. Moses (2008) found that moderate television viewing can be beneficial for reading, but the content of the programs matters. However, parents are concerned about the negative influence of television, particularly concerning advertising (Mittal et al.,

2010). Dietz (1991) and Anderson et al (2001) both emphasize the importance of television content, with Dietz noting the potential for negative effects such as violence, obesity, and perpetuation of stereotypes, and Anderson highlighting the positive impact of educational programs on academic achievement and creativity. Gorely (2004) adds to this by identifying various socio-economic and environmental factors that can influence television usage among children. Kennedy (2000) further underscores the role of television content, particularly commercials, in shaping the health behaviors of children. Striking a balance between recognizing educational benefits and recognizing risks associated with excessive screen time is crucial. Common concerns include exposure to violent or inappropriate content and potential effects on social development. These concerns can lead to conflicting parental approaches, with concerned parents often providing a more sedentary home environment (Pearson et al., 2011). Despite these concerns, parents can influence the responses of their children to television advertising through frequent interaction and control of their viewing habits (Wiman, 1983). For understanding children parents need to communicate effectively with their children, build empathy, and allow them to express their thoughts and feelings (Vijayalakshmi et al., 2019). When we look at the various approaches taken by parents to manage the social media use of their children, Castonguay et al. (2022) explore the various approaches parents take to media mediation and its impact on their children. Some parents restrict media exposure, while others engage in discussions about violence. Bahuguna et al. (2017) found that understanding parents about new media formats influences their monitoring of social media use by children. The influence of television on the behaviour of children varies between urban and rural communities.

CHAPTER -3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The systematic collection of data and information and its analysis for the advancement of knowledge in any topic can be very broadly defined as research. Creswell and Creswell (2017) emphasize the importance of research methodology in collecting and analysing information to enhance our understanding of a topic or issue. In simple terms, methodology can be understood as it is the way of doing something based on methods. Research methodology refers to the overall research steps or methods used to find and evaluate data on a particular topic. The present chapter deals with the Description of the study area, Universe of the study, Research Design of the study, Sources of data, Sampling Design of the Study, Tools of Data collection, Method of Data Analysis, and Ethical considerations.

3.2 HEALTH

The reference to Health in the present study is understood in the social context of the children and undertakes the social attributes that lead to the deterioration of the health of children. The concept of health used in this document was developed in 1947 by the World Health Organization (WHO). It states that health is “A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.” This definition elaborates on a state of complete physical, mental, and social well-being. However, the present study encompasses more than just the lack of illness or physical discomfort. It involves achieving optimal health in the social aspect of life. Physically, it means having vitality and energy, with bodily systems functioning harmoniously. Mentally, it includes emotional stability, cognitive clarity, and a positive outlook. Social well-being refers to meaningful relationships, effective communication, and a sense of belonging. This holistic approach to health emphasizes the social dimensions, recognizing that true well-being arises from a balanced and fulfilling life in all these areas. The overall aim of the present study is to assess the impact of television on the everyday activities of children and the way these activities affect the social dimensions of children leading to their social isolation.

3.2.1 DETERMINANTS OF HEALTH

Many factors combine to affect the health of individuals. Whether people are healthy or not it is determined by their circumstances and environment. To a large extent, factors such as where we live, the state of our environment, genetics, our income and education level, and our relationships with friends and family all have considerable impacts on health.

As per the WHO (World Health Organization), the social determinants of health (SDH) are the non-medical factors that influence health outcomes, which include:

- The social and economic environment,
- The physical environment, and
- The characteristics and behaviours of an individual.

The context of the lives of the people determines their health, so blaming individuals for having poor health or crediting them for good health is inappropriate. Individuals are unlikely to be able to directly control many of the determinants of health. These determinants or things that make people healthy or not include the above factors, and many others:

Income and social status -Higher income and social status are linked to better health. The greater the gap between the richest and poorest people, the greater the differences in health.

Education -Low education levels are linked with poor health, more stress, and lower self-confidence.

Physical environment- Safe water and clean air, healthy workplaces, safe houses, communities, and roads all contribute to good health.

Social support networks - Greater support from families, friends, and communities is linked to better health.

Culture - Customs and traditions, and the beliefs of the family and community all affect health.

The impact of television in the present study undertakes these determinants directly or indirectly for the well-being of the health of children.

3.3 CONCEPTS/ CONCEPTUAL FRAMEWORK

Concepts are the general ideas or abstractions for research that represent something in the mind. The conceptual framework is a framework or structure that consists of concepts that provide a base for theoretical understanding of the phenomenon or field of study (Imenda,2014). It is commonly use in academic research of social sciences, framework organizes, defines, and explains the relationship between the various concepts. as it guides the formulation of research questions and hypotheses, appropriate research methods, and interpretation of the results, providing the roadmap for organizing, collecting, and analysing the data. Chinn and Kramer (1995) define concepts as abstract ideas within a theory, a complex mental formulation of experience. Sociology is a comprehensive discipline that investigates various aspects of society, including social institutions, interactions, culture, and social change. Diagram 3.1 below reckoned the broader concepts used in the present study and the way they are associated with each other and suggests that television can create a hyperreal world for children, one that is both “social and isolating violent and gendered aspect.” This hyperreal world may be different from the real world that children experience, and it perhaps have an impact on their development both physically and socially. Below are these concepts mentioned in detail viz-a-viz the present study.

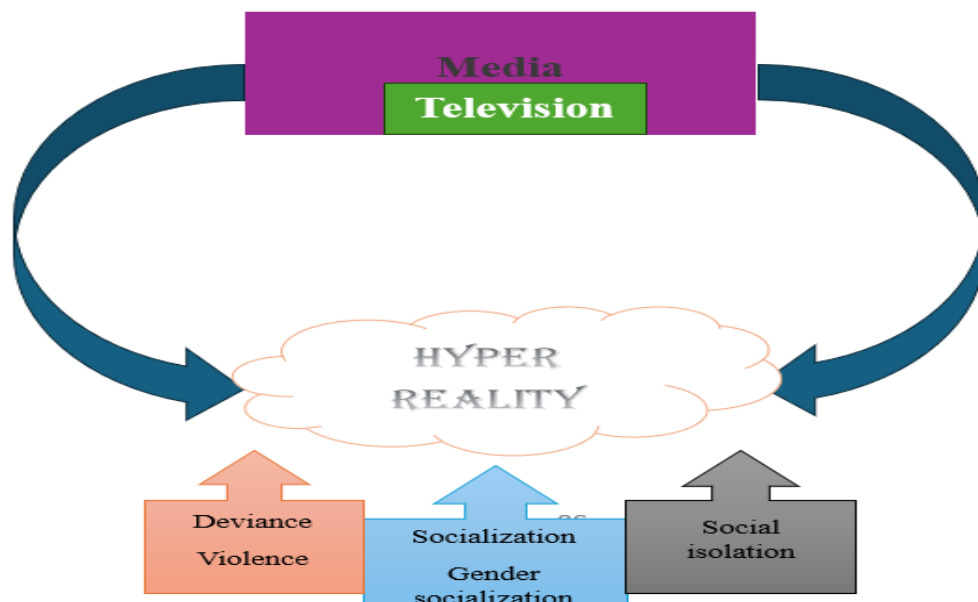


Figure: 3.1

Diagrammatic representation of concepts

Source: Figure created by author

3.3.1 MEDIA

In sociology, media refers to the various means of communication and channels of information dissemination that play a crucial role in shaping and influencing society (Gitlin,1978). Media in sociology is studied as a powerful social institution that contributes to the construction of shared meanings, cultural norms, and the spreading of information. The study of media in sociology encompasses the analysis of its impact on individuals, groups, and the broader social structure. The evolution of media is characterized by significant technological advancements that have expanded the reach and capabilities of communication channels (Van Dijck,2013).

The earliest form of communication comprises Oral tradition, which involves spoken words and storytelling whereas written communication, which includes books, manuscripts, scrolls, newspapers, and magazines, has evolved over time. Print media, which was revolutionized by the printing press of Johannes Gutenberg in the 15th century, includes newspapers, magazines, pamphlets, and books. Electronic media, which emerged in the 19th and 20th centuries, includes radio broadcasts, television programs, and digital media content on the internet. Digital media, which includes websites, social media platforms, blogs, podcasts, and various online content, emerged in the digital age. The input states that social media platforms emerged in the late 20th and early 21st centuries, allowing users to create and share content (Stöber, 2004)). Mass media, which includes print, electronic, and digital media, plays a vital role in shaping societal perspectives. The evolution of media reflects the dynamic interplay between technological innovations, societal needs, and changing modes of communication over time (Lievrouw & Livingstone, 2002). Television is a vital component of electronic media, playing a vital role in information dissemination, entertainment, and cultural transmission. It utilizes electronic technology to broadcast audio-visual content to a wide audience. On the other hand, the Broadcasting technology of television involves electronic signals being transmitted through airwaves or cable or satellite systems, which are then received by viewers through receivers. Television offers a diverse range of programming genres, including news, documentaries, dramas, comedies, reality shows, sports, and educational content. It also provides various channels catering to specific interests and demographics (Gillan,2010). Television has a profound impact on society, shaping cultural norms, values, and societal trends. It contributes to socialization by exposing individuals to diverse perspectives, lifestyles, and ideas. It also serves as a

platform for advertising, providing businesses with a visually engaging medium to promote products and services. TV also serves as a primary source of news, providing real-time information on global events, politics, economics, and social issues. It also offers educational content that contributes to informal learning for diverse age groups. Television also provides entertainment and leisure time, offering a wide array of choices for viewers. Technological advancements in television, such as high-definition and ultra-high-definition formats, have further enhanced the viewing experience (Goldman, 2017; Shishikui & Sawahata, 2021).

3.3.1.1 TELEVISION

Television has played a significant role in shaping Indian society since its introduction in 1959. It has become a central medium for communication, connecting people across diverse regions and linguistic backgrounds. In India, television (TV) is an omnipresent and persistent phenomenon that holds the interest of a considerable percentage of the population for several hours every day. Shitak (2023) in his study he explained that the introduction of Door darshan, the national broadcaster, marked a watershed moment in the media landscape of the country, introducing television to Indian households. The evolution of television has mirrored broader societal changes, impacting various aspects of life from entertainment and information dissemination to cultural perceptions and social interactions. The “Door darshan era” laid the foundation for storytelling on the small screen, fostering a sense of shared cultural experience and creating iconic characters that became ingrained in the collective memory of the nation (Sinha, 1997). As technology advanced, the 1990s saw the influx of cable and satellite television, introducing a multitude of channels catering to diverse tastes and interests. The influence of foreign content, particularly through channels like MTV and CNN, exposed Indian audiences to global perspectives, fashion trends, and lifestyles. Television, with its fast-paced, visually stimulating, and highly entertaining material, has competition from a variety of human connection sources, such as friendships, family, and schools. Television has been a powerful agent in shaping cultural attitudes and societal norms, such as family, gender roles, and social expectations also Television differs from books in several ways, including its use of transient, motion-depicting symbols like pictures and diagrams, which can affect cognitive structures and processes (Kozma,1991). The portrayal of women in soap operas has reflected changing perceptions of gender roles in Indian households. Television has also played a pivotal role in political communication,

with 24-hour news channels providing real-time coverage of events, debates, and discussions. However, concerns about media sensationalism, biased reporting, and the impact of political advertising continue to be subjects of scrutiny. Young individual viewpoints and perspectives are greatly influenced by this competitiveness as they make their way through the complicated web of media influences. Research has been done on the impact of TV shows and advertisements on societal attitudes and lifestyle decisions. Researchers have studied how the beliefs, attitudes, and behaviors of viewers particularly those of the younger generation are shaped by the content and messaging of television shows (Williams, 1977). Furthermore, research has examined the physical health effects of prolonged television viewing (Bar-on, 2000; Tucker, 1986) show the relationship between obesity and television viewership, dry eyes problems (Mineshita et. al, 2021) childhood behaviours (Jolin & Weller, 2011). Scholars have investigated the manner in which commercials and television shows promote materialism and help to shape materialistic expectations. The impact of television on cultural norms and societal values is a multifaceted and dynamic field of research. Scholars engage in exploring the complex connections that exist between watching television and the formation of personal and societal identities, providing insight into the complex processes that shape the cultural composition of nations such as India. The body of research emphasises how important it is to critically examine and be conscious of how television shapes views, values, and general sociocultural environment. Indian society has been greatly and multifariously impacted by television, which has shaped social attitudes, cultural narratives, and national consciousness (Wiecha et al., 2006). The impact of television viewing on nutritional consumption by young people. According to the report of Paediatrics and Adolescent Medicine Archives, 160(4), 436-442 youth cultural norms are influenced by television. The way that television characters dress and the many cultural holidays like Valentine's Day, Mother's Day, Akshaya Tritiya, etc., have an impact on the young. Finally, the current study shows that adolescent male and female watchers accept social conventions from television in a similar manner. Equally vulnerable to cultural ramifications from television are male and female viewers (Devadas & Ravi, 2013). The bulk of food advertising on television, which young teenagers most often watch, is on high-energy, low-micronutrient meals and drinks. Gupta (2017) shows in his study that many television food advertisement contents are aimed at young teens. It shows that commercialization also targets children to increase their consumers.

3.3.2 HYPER-REALITY

In “Simulacra and Simulation” (Baudrillard,1994), French sociologist Jean Baudrillard introduced the postmodern semiotic notion of “hyperreality”. Jean Baudrillard was a French philosopher, sociologist, and cultural theorist whose work is mostly associated with early post-modernism and post-structuralism, which influenced the concept of hyperreality. A condition known as hyperreality is one in which fiction and reality are so well merged that it is impossible to tell where one stops, and another begins (Ibid). The mixing of “reality” and representation in hyperreality is what defines simulation; it is unclear where the former ends and the latter starts. Nowadays, simulation is the creation by models of a hyperreal, or real without genesis or actuality, rather than a place, a reference being, or a substance. According to Baudrillard, simulation now occurs inside an environment free from physical boundaries, such as technological simulations. Hyperreal representations in digital media, such as video games and augmented reality apps, are causing children to grow up in a world where the lines between reality and fantasy are blurred. This can stimulate imagination and creativity in children, but it also raises concerns about their development. Excessive exposure to hyperreal environments may lead to difficulties in distinguishing between real and simulated reality, impacting their understanding of the world. Hyperreal representations in media can shape perceptions and expectations of children and have the potential to influence their attitudes and behavior in ways that may not align with reality. When it comes to consumerism because it relies on sign exchange value (for instance: brand X shows that one is fashionable, and car Y indicates the wealth of an individual), could be seen as a contributing factor in the creation of hyperreality or the hyperreal condition. Similarly, children simulate advertisement, or the content projected on television and that leads to consumerism in children (Lindley,2005; Michael,2001). An early semiotic study (Ibid) of Baudrillard found that the consumer society of contemporary times exists as a large network of signs and symbols that need to be decoded. It is from this that he formed the basis for the work- Simulacra and Simulation, which furthered the idea that our current society has replaced all reality and meaning with symbols and signs, and that human experience is a simulation of reality. In the context of our culture, Baudrillard argues that we take ‘maps’ of reality television and film as more real than our actual lives. These simulacra or hyperreal copies precede our lives, such that our television friends may seem more ‘alive’ to us than the real person playing that character. He also began studying

how media affected our perception of reality and the world. Here he found that in a post-modern media-laden society we encounter “the death of the real”, where one lives in a hyperreal realm by connecting more and more deeply with things like television sitcoms, music videos, virtual reality games or Disneyland, things that have come to simulate reality. He argues that in a post-modern culture dominated by TV, films, the Internet, and media all that exists are simulations of reality, which are not any more or less ‘real’ than the reality they simulate. As such, in contemporary times culture is dominated by trends that are popular because of the reach or projection of the content. Children are attracted to the variety of content being broadcast and enhance their knowledge about culture abruptly resulting in a “mixing pot of salad” (assimilation). He also points to the process of simulation in which representations of things come to replace the things being represented, which become more important than the ‘real thing’. Similarly, video games have become more popular than outdoor games or physical activities. As hyperreality refers to a blurred boundary between reality and simulated reality, where simulations and representations take precedence over the actual reality they represent. Therefore, television plays a significant role in this concept, as it shapes and constructs our perceptions of reality. Television often presents a simulated version of reality, such as news programs, which are not accurate reflections of reality but rather simulations that contribute to the construction of a hyperreal landscape. The concept of simulacra, which are copies without an original, is introduced by television, which creates simulacra that can replace or overshadow the actual experiences that they represent. This leads to a situation where the representation becomes more real than reality itself. In a hyperreal environment, there is a loss of referentiality, meaning that signs and symbols no longer refer to an external reality (Baudrillard, 1994). Constant representation of images and events on television contributes to this loss as the mediated images become detached from the original context or referent. As hyperreality concept suggests that the constant flow of mediated images through television and other media contributes to a society where simulations, representations, and signs take precedence over the actual, blurring the boundaries between reality and illusion resulting in a detachment from reality.

3.3.3 DEVIANCE

The term deviance refers to behaviour that goes against the norms or rules of a society or group. Since each society differs in respect of its norms, therefore, deviant behaviour is not

universal, it differs from society to society. It happens when someone does something that is considered different, unusual, or unacceptable by others or a society. French sociologist Emile Durkheim viewed deviance as an integral part of social life, serving important functions in maintaining social order, promoting solidarity, and facilitating social change. While deviant behaviour may challenge prevailing norms and values, it also contributes to the dynamic and evolving nature of society. In societies where material success is highly valued but economic opportunities are limited, individuals may feel pressure to achieve success through any means necessary, including violence. Merton identified different modes of adaptation, such as innovation, which can lead to unconventional or illegal means, such as violence, to achieve culturally defined goals.

Emile Durkheim, a sociologist, viewed deviance as a natural and necessary aspect of social life. He believed that deviant behaviour helps define social boundaries, strengthens social bonds, and facilitates social change. Deviant behaviour can be classified into two types: Normal Deviance (non-pathological), which falls outside the norm but is acceptable within certain limits as well as which is acceptable within certain limits, and Pathological Deviance, which is considered abnormal or harmful to society and can undermine social cohesion. While deviant behaviour may challenge society and values, it also contributes to the dynamic and evolving nature of society. while deviance is about breaking the rules or doing things that others might not approve of. While violence can be a form of deviance, not all deviant behaviour involves violence. The relationship between children watching TV and exhibiting deviant behaviour can be analysed from a sociological perspective, using concepts from socialization, media effects, and social control theories. Television can influence socialization by presenting acceptable or desirable behaviours and attitudes. “Media effects theory” by (Valkenburg et al.,2016) suggests that exposure to certain content on television, such as violence or antisocial behaviour, can lead to desensitization or normalization of these behaviours, potentially increasing the likelihood of children engaging in deviant behaviours themselves. For instance: WWF is watched by children and practiced by them with peer groups.

3.3.4 VIOLENCE

Violence is a form of behaviour involving physical force to cause harm, often involving emotional, psychological, or economic harm. It is a social phenomenon influenced by complex social, cultural, and structural factors. It is studied for its causes, consequences,

and prevention methods within societies. Violence is a complex phenomenon involving behaviours, attitudes, and structures that cause physical, psychological, or social harm. Its manifestations range from interpersonal conflicts to systemic injustices, and its impacts reverberate through individuals, communities, and societies (Mercy et al., 2017). Understanding violence requires a nuanced exploration of its causes, forms, consequences, and potential strategies for prevention and intervention. Violence is often rooted in power dynamics, either at the individual, interpersonal, or societal level. It can be seen as a means of asserting control, dominance, or coercion over others, either through direct physical force or the threat of force. This power dimension is often intertwined with broader social, economic, and political structures that shape relationships and interactions. Violence can take various forms, each with its dynamics and impacts. Physical violence involves the use of force to cause bodily harm, while psychological violence targets the mental or emotional well-being of an individual through intimidation, manipulation, or humiliation. The impacts of violence are far-reaching, affecting not only the immediate victims but also their families, communities, and societies at large. Prevention efforts often focus on addressing risk factors such as poverty, inequality, and social exclusion, while promoting protective factors like education, social support, and conflict resolution skills. Interventions aimed at reducing violence can take various forms, including legal reforms, social programs, and community-based initiatives. A collective effort involving individuals, communities, governments, and international organizations is necessary to create a safer, more just, and more peaceful world for all. In the study of (Gerbner et al., 1986) the relationship between television violence and children can be understood through social learning theory, cultivation theory, and the role of media as an agent of socialization. Social learning theory (Bandura & Walters, 1977) suggests that individuals learn new behaviours through observational learning, and children exposed to violent content may learn aggressive behaviours and attitudes by observing them being portrayed as acceptable or rewarding in certain contexts. The input suggests that excessive exposure to violent television content can result in increased aggression in children. It also highlights that long-term exposure to television can shape perceptions of reality in children, particularly in terms of violence. Children who watch a lot of violent television may develop a belief that the world is more dangerous and violent than it actually is, leading to heightened fear and anxiety. TV is an important agent of socialization, teaching children about social norms, values, and behaviours (Ward, 2003). When violence is portrayed as a normal or acceptable part of

everyday life on television, children may internalize these messages and incorporate them into their beliefs and behaviours. Desensitization, where individuals become less sensitive to the effects of violence and more accepting of it as a normal part of life, can also lead to an increase in aggressive behaviour among children regularly exposed to violent television content (Mrug et al., 2016).

3.3.5 SOCIALIZATION

Socialization is the mechanism by which individuals learn to become adept participants in a community. It encompasses the methods through which people grasp the norms and expectations of society, embrace its beliefs, and become cognizant of its values (Harm & Marianne, 2000). According to Merton “Socialization is the process through which individuals especially children acquire the values roles and customs that enable them to function effectively within a particular society.” According to G.H. Mead “Socialization is the process whereby the individual becomes a social being, going from the ‘I’ to the ‘me’ and learning what is expected of them in society.” In the sociological theory of the path of development, Mead is divided into stages of increasing capacity for role play: the four stages of child socialization (Mead, 1913; Mead, 1934). In the preparatory phase, children primarily imitate the behaviors of their parents and peers, lacking the ability to envision the viewpoints of others. This phase is characterized by the use of baby talk, indicating their limited capacity to generate their objects. In the play stage, children adopt the roles of others, while the game stage instructs them to manage multiple roles concurrently and their interplay with one another (Handel, 2017). They grasp interactions involving diverse individuals with distinct intentions and recognize that role-playing entails adhering to consistent rules and expectations. The input states that sociologists recognize the significance of socialization for both individual and societal development. Socialization is important for maintaining societies and cultures, as well as for individual growth. Individuals rely on socialization as a crucial aspect of their development. Through social interactions, we progressively acquire the ability to perceive ourselves from the perspectives of others, gaining insights into our identity and understanding our place in the world. Television, as a form of technology and media, is a significant aspect of material culture, particularly in modern societies. It influences the behaviour, beliefs, and values of children, shaping their perceptions and preferences of the world. Television programs, commercials, and advertisements contribute to the formation of identities and socialization

processes. Advertisements on television promote various products, toys, and gadgets, creating a desire for material goods among children, and leading to the formation of consumerist attitudes and behaviours. Television also competes with other forms of play and social interactions, potentially affecting physical activity levels and social skills development of children. Television significantly influences gender socialization, particularly during the formative years of children. Exposure to TV can shape attitudes, beliefs, and behaviour's regarding gender roles, affecting self-concept and interactions. As a material culture, television plays a crucial role in socializing children into gendered roles and identities. The next section presents an in-depth understanding of engaging with television and is critical of gender representations in television programming (Daalmans et al., 2017).

3.3.5.1 GENDER SOCIALIZATION

Gender socialization is a lifelong process that begins from early childhood and continues throughout the life of an individual, influencing how individuals perceive and express their gender identity and roles within a given society. This process is influenced by various sources, including families, peers, media, and educational institutions. Gender socialization occurs through four major agents of socialization: family, schools, peer groups, and mass media. Oakley (2016) focused on gender stereotypes and their impact on girls and boys. She found that parents push their children towards gender-appropriate toys. Parents and caregivers often act as primary agents of gender socialization, transmitting cultural expectations regarding appropriate behaviour for boys and girls. Peers play a pivotal role in reinforcing or challenging these gender expectations, exposing children to diverse perspectives, attitudes, and behaviours. Educational institutions shape and perpetuate gender roles through curricula, teacher-student dynamics, and institutional practices. As children progress through this process, they internalize not only societal expectations but also a sense of identity and belonging within the broader social landscape. The impact of gender socialization is profound, influencing not only individual behaviours but also societal structures and expectations related to gender roles. Recognizing the intricacies of gender socialization is crucial for fostering inclusivity, challenging stereotypes, and promoting a more equitable and diverse understanding of gender within society. Gender roles are deeply ingrained in society, with family, peer, media, education, religious, and cultural influences all playing a significant role in shaping understanding of an individual

to these roles. From an early age, children learn gender-specific behaviours and expectations from their parents, siblings, and extended family members. Peer groups and friendships also contribute to gender socialization, reinforcing or challenging societal norms related to appearance, behaviour, and gender roles. Educational institutions reinforce gender expectations and roles, while religious and cultural beliefs often prescribe specific gender roles and behaviours. Institutional practices, such as workplace policies and governmental bodies, can either challenge or reinforce gender norms, affecting the experiences and opportunities of an individual based on their gender. According to the study (Dietz,1998) apart from all toys, video games also play a role in shaping gender socialization.

3.3.6 SOCIAL ISOLATION

Social isolation is a complex phenomenon that occurs when individuals experience a significant lack of social contact, engagement, or meaningful connections with others. This state of being disconnected from social relationships and community involvement can have profound effects on mental, emotional, and physical well-being. Understanding the dimensions, causes, and impact of social isolation is crucial in addressing this prevalent and multifaceted issue. Sociologists Durkheim and Merton worked on anomie, on one side concept of anomie by Durkheim focuses on the breakdown of social norms and values due to rapid social changes, on the other side Merton emphasizes the strain between cultural goals and institutionalized means as a cause of anomie. Anomie, first introduced by French sociologist Durkheim in his 1893 work “The Division of Labor in Society,” refers to a state of normlessness or breakdown of social norms and values. Rapid social change, like industrialization and urbanization, can disrupt the existing social order, leading to feelings of alienation, confusion, and lack of purpose. Durkheim emphasized the importance of social cohesion and regulation of individual desires by social norms.

American sociologist R.K. Merton further developed the concept in his 1949 work “Social Theory and Social Structure” focusing on the relationship between cultural goals and institutionalized means. He identified five ways individuals adapt to this strain: conformity, innovation, ritualism, retreatism, and rebellion. Conformity involves accepting both goals and means, while innovation involves using illegitimate means to achieve them. It is evident in these theories that the advent of technology has significantly transformed communication and connectivity, offering unprecedented opportunities for interaction and

information-sharing. However, excessive use or dependency on technology can lead to social isolation, particularly when face-to-face interactions are neglected. Technology, including smartphones, social media platforms, and digital communication tools, has become an integral part of daily life, enabling people to stay connected with friends, family, and colleagues across vast distances. Video calls, instant messaging, and social networking platforms have revolutionized the way individuals build and maintain relationships, providing a virtual space for continuous engagement. the effects of social isolation on children, leading to feelings of loneliness, sadness, and low self-esteem. It affects their social skills, relationship formation, emotional and psychological development, and academic performance. To address social isolation in children, it is important to create opportunities for social interaction and connection and provide support to help children navigate social challenges. However, the convenience and accessibility of technology come with potential pitfalls, including the risk of social isolation. Excessive reliance on digital communication may inadvertently replace meaningful in-person interactions, diminishing the richness and depth of social connections. The nuanced aspects of communication, such as non-verbal cues and shared physical experiences, may be lost. Additionally, the allure of virtual interactions within the digital realm can lead to a sense of detachment from the immediate physical environment, contributing to a form of isolation even in the midst of a crowd. The impact of technology-induced social isolation extends beyond individual experiences to societal implications. Communities that predominantly rely on digital communication may witness a shift in the dynamics of local interactions, potentially leading to decreased community engagement. Striking a balance between the benefits of digital communication and the richness of in-person connections is essential for cultivating a social landscape that is inclusive, vibrant, and resilient in the face of technological advancements.

3.4 THEORETICAL PERSPECTIVE

A theoretical perspective in research is an important component that influences various aspects of the research process. It is a systematic approach to understand a phenomenon. It guides researchers in the formulation of research questions, study design, and interpretation of findings (Grant & Osanloo, 2014). It serves as a framework that shapes the understanding of researcher and contributes to their overall approach to research. Theoretical perspectives play a crucial role in research design, hypothesis formulation, data interpretation,

contextual understanding, theory development, cross-disciplinary integration, and practical applications. By emphasizing the importance of considering broader contexts, theoretical perspectives contribute to generation of research question and data interpretation (Collins & Stockton, 2018). Theory development is facilitated by these perspectives, allowing researchers to modify or expand existing theories or propose new ones in the field of research. Also, it encourages the critical evaluation of the phenomenon through these perspectives. This perspective also facilitates communication and exchange of ideas among scholars with similar theoretical foundations. By thinking in critical manner about the ethical implications of their research, can ensure that their work is conducted in an ethical and responsible manner.

3.4.1 CULTIVATION THEORY

INTRODUCTION

Cultivation theory was proposed by George Gerbner in the 1960s and is one of the core theories of media effects that aims to test how television impacts viewers, particularly regarding exposure to violence. It also examines the long-term impacts of media, particularly television, on the perception of individuals and their social reality. This theory suggests that “The more time people spend living in the television world, the more likely they are to assume social reality matches with the reality presented on television”. Accordingly, pictures and ideological ideas broadcasted by popular media have a significant impact on how people see the real world. Perspectives of people vary as a result of the number of media they absorb. Such pictures and sentiments, particularly when repeated, contribute to the culture they depict. As per this theory, long-term exposure to television programs, with their recurring patterns of message and visuals, might contribute to shared preconceptions of individuals about the world around them.

THE HYPOTHESIS OF CULTIVATION THEORY-

The theory postulates that watching television frequently influences an individual to develop certain ideas of reality or beliefs and assumptions about life that mirror the most consistent or universal values that are displayed on television. The more a person watches television, the more likely he is to be influenced by what he watches when compared to others who watch less but share other similar demographic characteristics.

THE THEORY-

The cultivation theory argues that the media presents an image of the world that does not reflect reality. Television images are an exaggeration or fantasy of what actually exists. There is a disproportionate number of handsome gentlemen, beautiful women, crime, wealth, and violence. As a result, people end up perceiving the real world in a distorted manner and viewing actuality through a 'television perspective.' Television offers a plethora of ideas and conceptions on a variety of social and cultural dynamics like race, gender, sexuality, etc. Over a period of time, a fixed image of various groups of people is formed and viewers start to absorb these ideas which they then use as a map to navigate through life. This constant exposure to media content cultivates specific values, beliefs, attitudes, and desires in people. These newly preconceived notions shape their perception of the world, and they influence how others perceive them. People, therefore, end up unconsciously shaping their thought processes and behaviour based on what they consume. In contemporary times, people are increasingly starting to depend on television more than any other medium to understand the intricate web of the norms, values, and mindset of the society in which they live. Cultivation theory views television as a system of messages that complement one another and are organic and coherent in nature and tries to understand its function and its consequences on the audiences by focusing on the impact of long-term cumulative exposure to television.

KEY COMPONENTS OF CULTIVATION THEORY INCLUDE –

- Heavy television viewing
- Cultivation differential
- Mainstreaming and resonance
- Mean world syndrome
- Cultural indicator project
- Socialization, and symbolic environment.

Cultivation Theory emphasizes the influence of television on individuals, particularly heavy viewers, who are more likely to be influenced by the messages presented in the medium. Gerbner referred to heavy television viewers as the "Television generation". This theory also introduces the concept of "Cultivation differential," which suggests that the more time individuals spend watching television, the more likely they are to perceive the

world in ways congruent with the messages and values portrayed on television. With heavy television viewers from diverse backgrounds developing a shared set of beliefs and perceptions, blending diverse realities into a more homogeneous worldview. The “mean world syndrome” is a key finding, referring to the idea that heavy television viewers tend to overestimate the prevalence of violence, crime, and danger in the real world, creating a perception of the world being more dangerous than it actually is. The Cultural Indicators Project, conducted by Gerbner and his colleagues, aimed to examine television content and the correlation between media exposure and audience perceptions. Cultivation Theory emphasizes the role of television in socializing individuals into shared cultural norms and values, shaping societal perceptions and attitudes. Cultivation Theory has been applied to various media, including film, video games, and the Internet. While it has garnered criticism for its sometimes-simplistic approach and challenges in establishing causation, it remains influential in understanding the long-term effects of media exposure on individuals and society.

APPLICATION OF THEORY-

Various studies have supported the claim that those who watch television more frequently, often display higher tendencies of being depressed and lonely, a sense of alienation, feelings of mistrust, and think that the world is a malicious place. A study conducted in an experimental setting saw the outcome, at the end of the test period, that students who watch more action-adventure programs during six months are more likely to believe that the world was a very dangerous place. They also believe that there is a high chance that they would be personally involved in a violent incident. This is in stark contrast compared to the attitudes of other students who did not watch as many action-adventure shows as the test group. Research by (Shrum, 1997) has shown that people who watch television frequently are more likely to answer questions faster as well. They also give answers that reflect the messages or images that are the most common or repeated on television. The cultivation theory has been widely used in the study of violence in television. The theory has been used to explain how children who watch violent cartoons become violent themselves. Repeated exposure to violence on television reinforces existing beliefs that the world is a dangerous and unsafe place. Exposure to television further strengthens the position that acts of violence are a natural response to situations of conflict. Over the years, research in the field

has diversified and today, cultivation theory is applied to studies on health, religion, sex roles, political orientations, etc.

3.5 RESEARCH PROBLEM

Despite the rise of social media and other electronic media, television continues to significantly impact the lives of children. While emerging media platforms have gained popularity, several studies highlight the lasting influence of television on the development and behaviour of children. One notable study by (Anderson & Bushma, 2001) indicates that children exposed to violent television programs may exhibit increased aggression, emphasizing the need for strict regulation of their viewing habits to prevent negative consequences. One more study by (Rideout et al., 2010) revealed that television remains the primary source of entertainment and information for children with many spending hours each day. Television remains a crucial source of entertainment and information for children, with many spending several hours daily. This prolonged exposure can influence their attitudes, beliefs, and behaviour emphasizing the need for responsible media consumption. Despite the rise of social media, the impact of television on the lives of children is significant, emphasizing the importance of understanding and managing media exposure for healthy development. The impacts of television develop different types of behaviours by influencing the lives of children. Television content and advertisements are emerging as a dominant ideology in which a child clashes with the general mode of order. Commercialization and market influence always remain dominant in electronic and social media mediums of communication. This can be done by analysing the nature and influence of imitating children is also an important issue that needs to be enquired. There are several studies conducted on the impact of television on children at national and international levels as well. But no study has been done on the impact of television on gender socialization, and food habits in district Firozabad therefore, there is an ominous need to focus on the social issues which arise due to the negative impacts of television on children and the focus on the transmission of culture which is penetrating in children at the age when primary socialization of the children takes place. The present study on the impact of television on children with special reference to health in district Firozabad aims to shed light on the extent of usage of television, the perception of parents on the everyday life of their children, and how it impacts everyday activities of children and leads to violent behaviour.

3.6 OBJECTIVES OF THE STUDY

1. To study the factor responsible for the extent of usage of television among children.
2. To find out the impact of television on children's everyday activities.
3. To study the program and content responsible for deviance, violence, and gender socialization among children.
4. To understand parents' response to the impact of television on children's everyday life.

3.7 RESEARCH QUESTION

How does television significantly impact children, shaping their daily routines and behaviors? Specifically, how do different factors influence the extent of television usage among children, and what are the impacts on their everyday activities? How do specific programs and content contribute to deviance, violence, and gender socialization, and how do the responses of parents to these influences vary, highlighting the complex interaction between television and child development concerning health?

3.8 RESEARCH DESIGN

A research design is a plan, structure, and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data. (Kerlinger, 1986: 279) cited by (Kumar, 2011). In the social sciences, there are two broad approaches to inquiry: qualitative and quantitative or unstructured and structured approaches. Qualitative research is based upon the philosophy of empiricism, follows an unstructured, flexible, and open approach to enquiry, aims to describe than measure, believes in in-depth understanding and small samples, and explores perceptions and feelings than facts and figures (Kumar, 2011). Qualitative research is used to get a depth situation of the phenomenon and is not rigidly limited to definable variables. The qualitative method helps to understand the meaning of the situation, event, experiences, and actions of participants (Maxwell, 2005). when a study is undertaken with the objective either to explore an area where little is known or to investigate the possibilities of undertaking a particular research study. It is usually carried out when a researcher wants to explore areas about which s/he has little or no knowledge. A small-scale study is undertaken to decide if it is worth carrying out a detailed investigation. Exploratory studies are also conducted to develop, refine, or

test measurement tools and procedures (Kumar, 2011). This study is exploratory in nature so qualitative method is used for data collection. This study adopts an exploratory approach, utilizing inductive reasoning to formulate research questions aimed at gathering information through in-depth interviews with study participants. The questions are designed to be both structured and open-ended, employing words like “what” or “how”. Employing qualitative methods, the research incorporates relevant tools and techniques for the collection, analysis, and presentation of data. Research design is a systematic strategy that controls the collecting, processing, and analysis of the data. It provides the approach for attaining research objectives and research questions. Research design includes the outline of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of the data.” According to this definition, the research design is not only a methodological part of research but a foundational framework that creates the entirety of the research endeavour (Kerlinger,1966).

3.8.1 DESCRIPTIVE RESEARCH DESIGN

Descriptive research design is flexible and aims to provide a detailed and accurate amount of observed data, unlike experimental design which focuses on cause-and-effect relationships, focusing on systematic data collection and analysis data to describe, summarize, and interpret the existing state of affairs and it often employs qualitative methods. Descriptive research studies are those studies that are concerned with describing the characteristics of a particular individual, or of a group, whereas diagnostic research studies determine the frequency with which something occurs or its association with something else (Kothari,2004). For a qualitative study, there is no agreement upon the structure that how to design, in general, a qualitative study follows the same steps as a quantitative study whether the study is written in qualitative or quantitative format (Creswell & Poth, 2016). Qualitative research is a research method that aims to comprehend and interpret the meanings, experiences, and social phenomena of individuals or groups within their natural context. Qualitative research uses qualitative methods and a predominantly qualitative analytical process, often inductively examining data to identify recurring themes, patterns, or concepts, and then describing and interpreting the findings within these categories. Qualitative descriptive research generates data that describe the ‘who, what, and where of events or experiences’ from a subjective perspective (Kim, 2017). Cited in (Doyle et al.,2020).

3.8.2 APPROACH OF THE STUDY

For this study, an Inductive research approach will be carried out. Which is a systematic procedure for analysing qualitative data in which the analysis is likely to be guided by a specific evaluation objective. The benefits of using the inductive approach as it allows flexibility, attends closely to context, and supports the generation of new theory.

3.9 AREA OF THE STUDY

For the fieldwork of this study district, Firozabad has been selected as the study area, which is in the state of Uttar Pradesh. Known for its glass-making industry and the quality of Bangles, glassware products. Firozabad occupies approximately. 0.8% of the total area of Uttar Pradesh. Firozabad district is situated in the Agra division, with the headquarters located in Civil Lines. It is comprised of 11 blocks: Firozabad, Shikohabad, Tundla, Khairgarh, Madanpur, Arawn, Jasrana, Eka, T.A. FZD(U), T.A. SKBD(U), Narkhi. The geographical coordinates of Firozabad range between 78° 23' 44.7360" to the north and 27° 9' 32.7636" to the south. According to the 2011 census, the population of Firozabad district stands at 2,496,761, with a population density of 1037 people per square kilometre. The sex ratio in Firozabad is 867 females for every 1000 males, and the literacy rate is recorded at 71.92%. for that literacy rate is 74.6%, 97.32% population of the district speaks Hindi and 2.60% speaks Urdu as their first language. The local language of Firozabad is Brajbhasha, reflecting the cultural and linguistic diversity of the district.

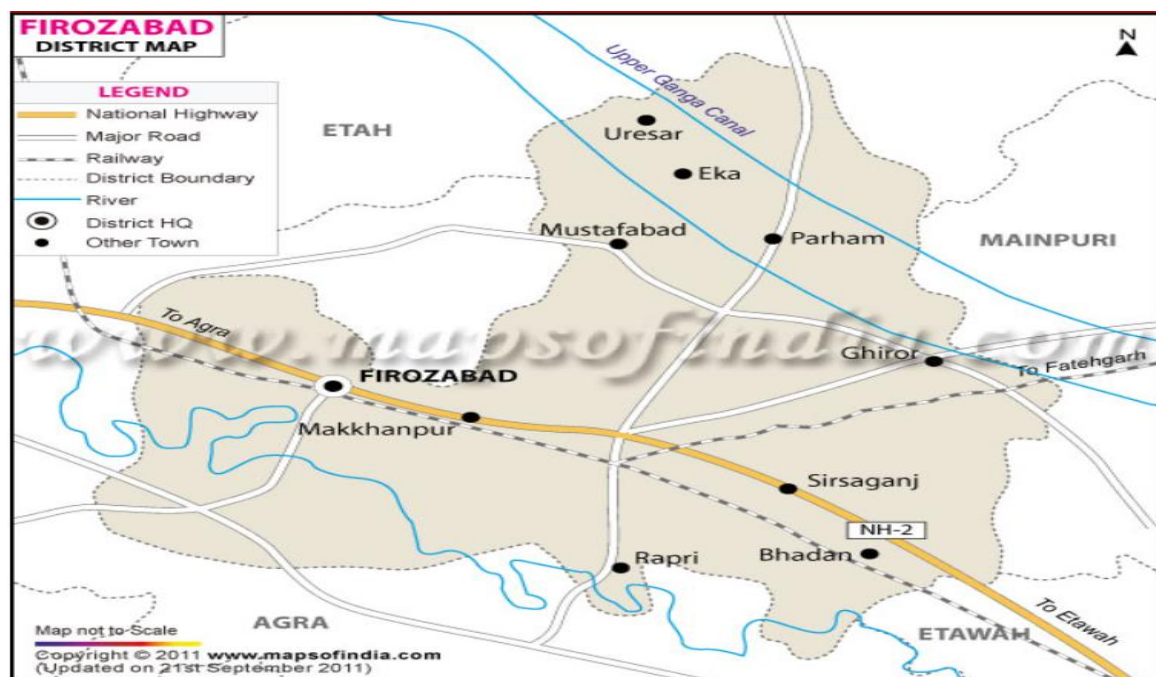


Fig : 3.2

Map of District Firozabad

Source : <https://www.mapsofindia.com/maps/uttarpradesh/districts/firozabad.htm>

Table : 3.1

Details of District Firozabad (As per census 2011)

District	Firozabad
District (HQ)	Civil lines Firozabad
Population	2,496,761
Sex Ratio	867
Area	2407 sq. km.
Density	1037 per sq. km.
Average literacy rate	74.6%
Lok Sabha constituencies	Firozabad
Language	Hindi, Urdu
Latitude-longitude	23' 44.7360" to 9' 32.7636"
Blocks	11 blocks

Source: Created by Author

3.10 UNIVERSE OF THE STUDY

In research, the population or the universe refers to the complete set of units that aim to be the focal point of the study. Consequently, depending on the aim and scope of the research, the population encompasses all individuals living in a certain geographic area, and members of a particular ethnic group. The present study is conducted in district Firozabad which constitutes 11 blocks out of 11 blocks 4 blocks are selected for the study. In the 4 blocks schools having the highest number of enrolments are selected. children enrolled in classes 6 to 8 who watch television are the Universe of this study.

3.11 SAMPLING DESIGN

Sampling is a method for choosing particular people or a subset of the community. It allows researchers to select a subset of individuals or elements from a larger group, making the study more manageable in terms of time, cost, and effort. Instead of trying to study an entire community, which can be impractical, sampling enables researchers to draw conclusions about the larger population based on the characteristics of the sample. In this study the study area (district Firozabad) is divided into 11 blocks then selected 4 blocks from different geographic zones with the highest enrolment. This approach helps ensure a diverse and representative sample that can provide insights into the entire district. This study is purely qualitative and focused on health, the researcher used Purposive Sampling, which is a type of non-probability sampling, to select the appropriate sample. Purposive sampling is used to serve a specific purpose with the samples that meet specific criteria relevant to the research question. It does not offer an equal chance to the members of the population to be selected as a sample, but it is limited to a particular type of members.

In this study, Respondents are school-going children of District Firozabad enrolled in classes 6 to 8 who watch television. Students from classes 6 to 8 (ages 11–14) are a suitable group for studying television consumption because of their developmental stage, unique viewing habits, and sensitivity to media influence. At this age, they can express their preferences and behaviors, while television plays a significant role in shaping their socialization, attitudes, and learning. As school-going children, they are often exposed to educational programs, making them a relevant audience for such studies.

3.12 SAMPLE SIZE

Sample size in qualitative research is a crucial and nuanced aspect. Unlike quantitative research, where larger samples aim for generalizability, for qualitative research, Neuman (2006) asserts that qualitative sampling consists of a small number of cases, selected for their relevance to the research topic, rather than representativeness. He states that qualitative research hardly draws a huge sample – “it is their relevance to the research topic rather than their representativeness which determines how the people are to be studied is selected.” He reveals that qualitative researchers tend to use nonprobability sampling, rarely determine the sample size in advance, and usually have limited knowledge about the population size (Chandrakantha,2017). This study is purely qualitative hence, the size of the sample is taken on a conventional approach or a purposive sampling. (N= 50) students are taken as sample size. Morse (2015) suggests that a good, grounded theory study may involve approximately 30 to 50 participants, depending on the complexity of the topic and the scope of enquiry. Determining an adequate sample size in qualitative research is subjective and relies on the judgment and experience of the researcher (Sandelowski,1995) highlights that evaluating the quality of the information collected against its intended uses is crucial in determining sample size. Also, (Dworkin,2012) notes that there is a wide range of recommendations, with some suggesting as few as five participants and others recommending up to 50 as adequate for qualitative studies. Ultimately the sample size depends on the research question, the richness of the data collected, and the depth of the analysis required to address the research objectives.

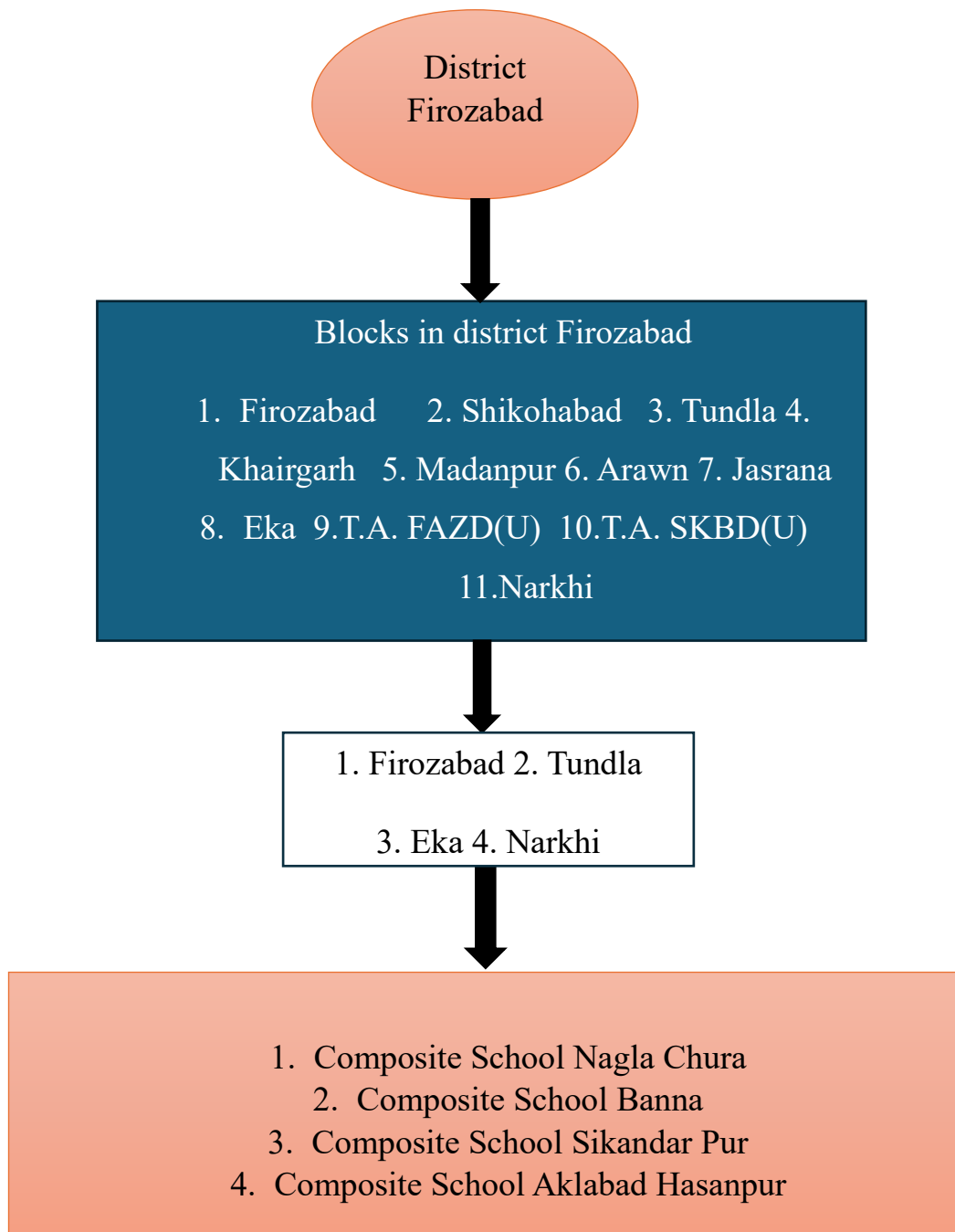


Fig :3.3

Sampling frame of the study

Source: Figure created by Author

Note: This figure illustrates the sampling frame used for the study, detailing the process from the initial population to the final sample. The stages include identifying the target population, applying inclusion and exclusion criteria, and the final selection of sample population. The figure ensure transparency in the sampling process.

3.13 SOURCES OF DATA

The present study comprises two types of data: primary data and secondary data. Secondary data is the information that has already been processed through the statistical process. On the other hand, primary data are those that are collected afresh and for the first time, and thus happen to be original in nature. (Kothari & Garg, 2014). Secondary data is acquired from various sources such as government records, books, libraries, and various sources such as research articles, etc. This data is valuable as it provides insights from previous studies and research, aiding in the understanding of the research problem. On the other hand, primary data is obtained directly from the respondents using an interview schedule. This data is collected specifically for the current study, allowing for a more focused and tailored approach to gathering information. The combination of both types of data provides a comprehensive and detailed understanding of the research topic.

3.13.1 SECONDARY DATA

For research, understanding the historical background is important to understand the problem in a better way. Therefore, secondary data is often necessary and valuable for gaining a significant understanding of a historical background related to contemporary social customs (Mc Daniel & Gates, 2008). Secondary data refers to the information that has already been gathered and might be relevant to the problem at hand. In this study, secondary data was collected from different sources such as websites, journals, magazines, etc. previous studies, and research papers related to the topic. Internet search engines are used to collect data from census reports, UDISE data, e-books, and e-journals. This approach helped enrich the understanding of the topic by providing insights from previous research and historical contexts, contributing to a more comprehensive analysis of the research problem.

3.13.2 PRIMARY DATA

The semi-structured interview is typically conducted in a face-to-face setting which permits the researcher to seek new insights and assess phenomena from different perspectives. This approach enables the researcher to gain an in-depth understanding of the present working environment, including influential factors and consequences (Sileyew, 2019). For this study, the primary data was collected using a semi-structured interview schedule that was open-

ended, specifically designed for the children to collect the required data. The interview schedule was used to make personal contact with the children and facilitate a comfortable environment for them to share their thoughts and experiences. All the questions in the interview schedule were framed ahead of time, based on available research literature and the objective of the study. This ensured that the questions were relevant and would elicit the necessary information to address the research objectives effectively.

3.14 TOOL USED FOR PRIMARY DATA COLLECTION

For this present study a semi-structured, open-ended interview schedule was employed for collecting data from the selected respondents. The questions were carefully framed to address keeping in mind the sensitivity of the issue and at the same time objectivity of the subject to obtain the required information covering different aspects of the data collection process. The interview schedule was divided into two parts, the first part focused on gathering demographic details such as the age, sex, health, education, family background of the respondent, etc. This information was essential for understanding to context and background of the participants. The second part of the interview schedule was designed to address the objectives of the study. These questions were aimed at eliciting detailed responses related to the research objectives, allowing for a deeper exploration of the issues under study. And also, quality discussions were held with teachers to gather their insights and perspectives, which complemented the data collected through interviews. This comprehensive approach ensured that the study obtained rich and detailed information, contributing to a more nuanced understanding of the subject matter.

3.14.1 DEVELOPMENT OF TOOL (INTERVIEW SCHEDULE)

The development of the semi-structured interview schedule, which is open-ended in nature, was developed in four phases:

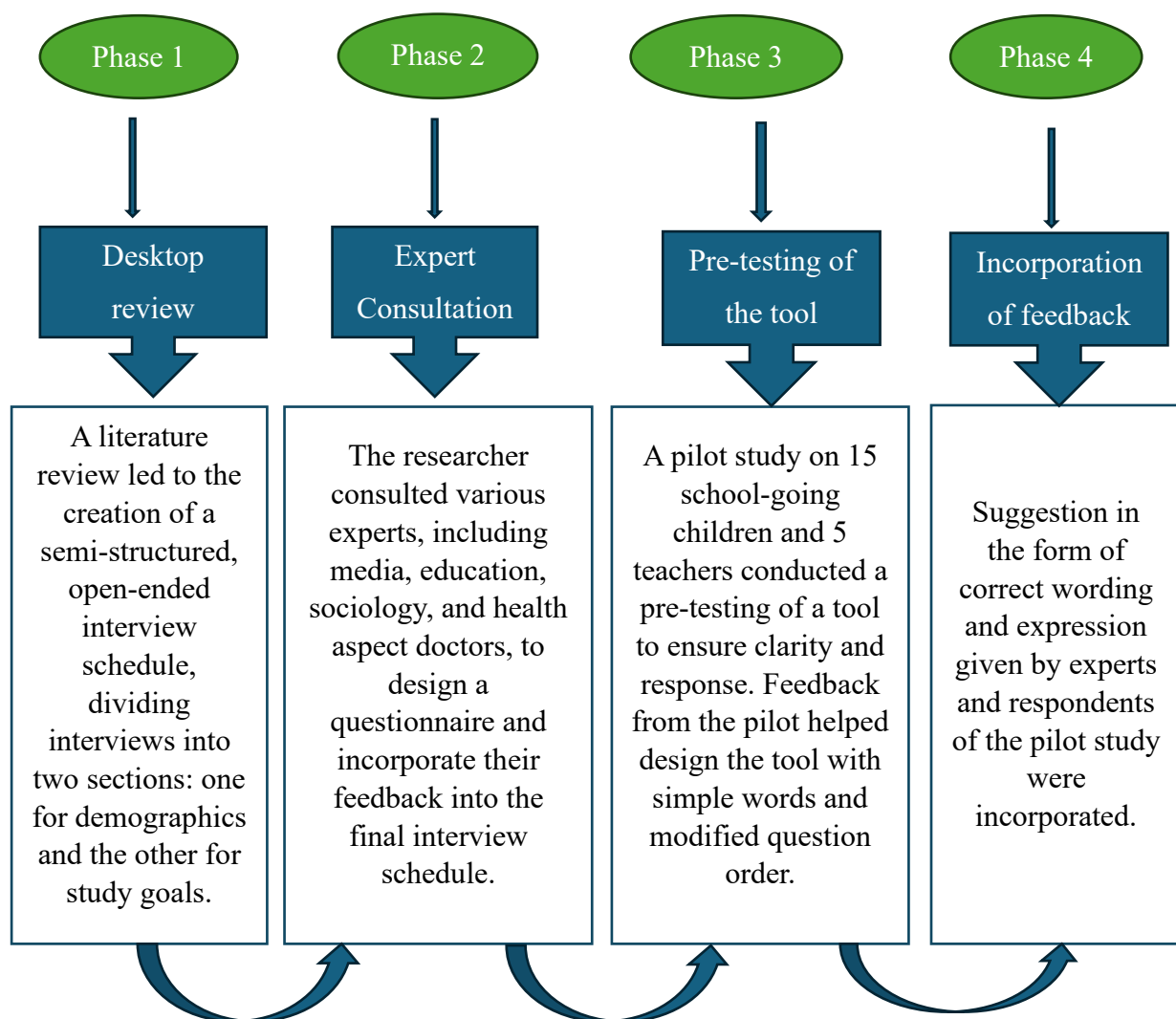


Figure : 3.4

Phases of the development of the research tool

Source: Figure created by Author

Note: This figure depicts the sequential phases involved in the development of the research tool. The phases include initial desktop review , expert consultation, pre-testing of tool, revisions based on feedback and final implementation. Each phase is crucial to ensuring the reliability and validity of the research tool, providing a systematic approach to its creation and refinement.

3.14.2 PRE-TESTING OF THE TOOL

The researcher completed an extensive review of the literature, which assisted in determining the variables for the current study. This literature review was valuable in developing the interview schedule to collect the required primary data for the study, based on this, a pilot study was conducted by the researcher. For the pilot testing of the study, two schools were randomly selected. Fifteen students were selected for the interview. A comprehensive examination of these 15 responses helped the researcher to develop the interview schedule for the main study. The purpose of the pretesting was to assess the feasibility of the study, including the clarity of language, ease of responding, and average time taken to respond. Based on the pilot study, it was observed that respondents took an average of 40-45 minutes to complete the interview. This information was crucial in refining the interview schedule for the main study.

3.15 DATA COLLECTION

The semi-structured interview schedule was designed to support a structured and flowing interview while allowing some flexibility for the respondents to engage with the subject. This approach maintains more autonomy for the respondents in how they choose to respond to the topic areas, compared to a more structured survey method (Adams, 2015). The Interview schedule for the interviews was developed following a rapid review of the research literature related impact of television on children. This review aimed to develop a comprehensive list of components that may impact on health of children. After the interview schedule was pretested and modified, the researcher started to collect the data. Interviews lasted 30 and 45 minutes, and the Interview schedule was used flexibly, with prompts and probes used where appropriate to delve deeper into certain topics. Data collection took place between the periods of November 2022 to April 2023.

3.16 DATA ANALYSIS PROCESS

All data collection activities were recorded using a mobile phone and recorder. The researchers will employ the Framework Method of thematic analysis to analyse the data. This method involves several steps, including familiarization with data, identifying a thematic framework, indexing, charting, mapping, and interpretation. Each subtheme will

be summarized to describe the data, aiding in the organization, and understanding of the collected information.

3.17 ETHICAL CONSIDERATIONS

Approval for ethical considerations was secured from Lovely Professional University to undertake this study. Official correspondence was sent by the university to gather data from respondents, and the research subjects were briefed on the objectives of the study. Informed consent, which included assurances of privacy and anonymity, was obtained from all participants, with each of whom freely granted permission to participate. The study includes a provision to share the results with the B.S.A. of District Firozabad. Individual responses and privacy were not scrutinized separately for inclusion in the study.

3.18 CONFIDENTIALITY AND ANONYMITY

The Data Protection Act 1998 states that data gathered from and about a research participant is confidential unless otherwise agreed. It emphasizes that young people should be granted the same level of protection regarding confidentiality, anonymity, and data protection as highlighted by (national children's beaureu,2011).

CHAPTER- 4

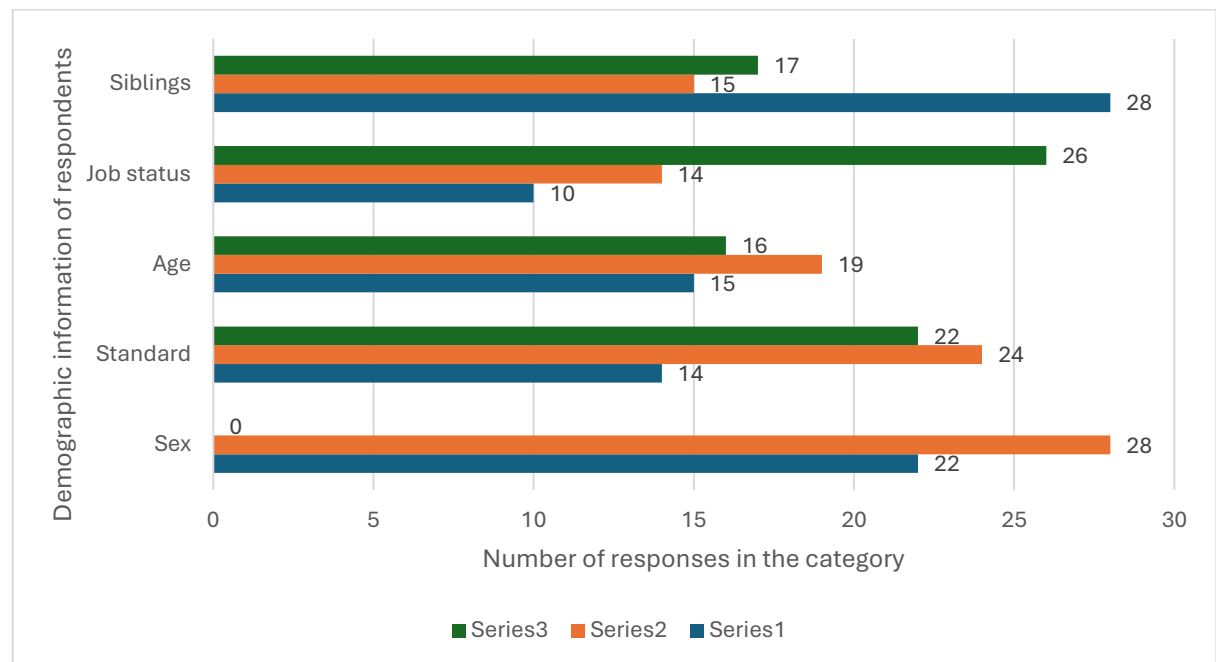
RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter is dedicated to the results and discussion of the pre-defined objectives of this study. To fulfill the pre-defined objectives primary data was collected through a semi-structured interview schedule. The research design (described in chapter 3) had to be closely adhered to fulfill the objectives. The respondents of this study were children (N=50) who participated willingly in the research study. Collected responses of children were analyzed through the method of thematic analysis which is the most common method to analyze qualitative data. For that first get familiar with the data and code the text into what was all about and figure out the themes which are patterns across data sets that are important to the phenomenon associated with the pre-defined research question. This chapter analysis the data in two parts. Part A is the Socio-demographic characteristics of the respondents and secondly, it seeks thematic analysis to achieve the objectives of this study. For the collection of data interview schedule is used which is divided into two sections, the first section focuses on demographic inquiries of the respondents, while Section B explores various aspects of television viewing and its potential effects on children. The design of the questions in the Second section is associated with the research objectives.

Figure: 4.1

Socio-demographic details of the respondents

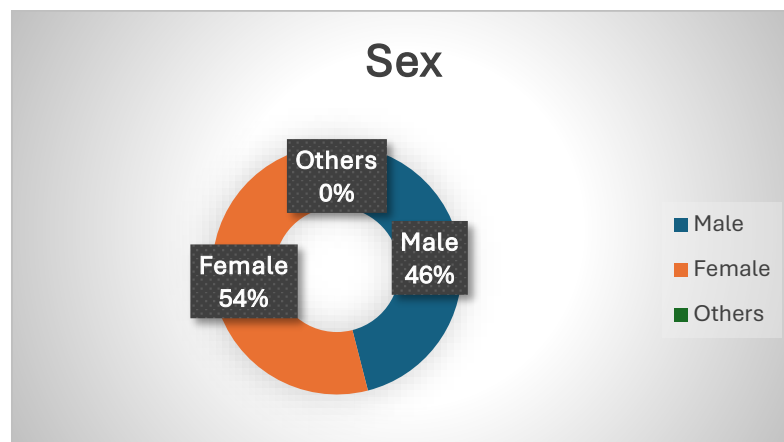


Note: This bar graph illustrates the demographic information (sex, standard, age, job status, siblings) of the respondents. Data Source: Primary data collected by the author. Figure created by the author.

Gathering demographic information holds significant importance for researchers as it facilitates a comprehensive understanding of the target population and enables the classification of individuals into various sub-groups. It facilitates more accurate segmentation and classification and ultimately enhances the validity and reliability of their findings. By delving into demographic data, researchers can paint a nuanced picture of the individuals under study, allowing for the segmentation of the population into sub-groups based on shared characteristics such as age, gender, ethnicity, education, and more. This data proves instrumental in the research, as it permits the grouping of respondents with comparable socio-demographic characteristics. This categorization not only enhances comprehension of the intended audience but also facilitates a more precise classification of survey participants. The socio-demographic characteristics of the respondents are presented below in the form of a graph.

Figure 4.2

Percentage distribution of sex categories (N=50)



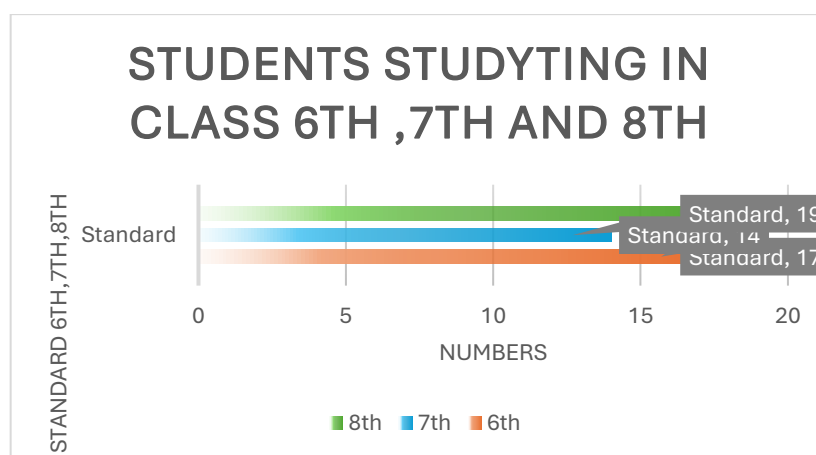
Note: This figure illustrates the percentage distribution of the males, females, and others in the sample population. Source: Data Source: Primary data collected by the author. Figure created by the author.

SEX-

Ann Oakley in *Sex, gender, and society* 1972 (Oakley, 1972), refers to sex as a biological division into male and female and gender as the parallel and socially unequal division into femininity and masculinity. The socially created characteristics of men, women, girls, and boys are referred to as gender. This includes the duties, conventions, and actions associated with being a girl, boy, woman, or man, as well as the interpersonal relationships that support them. Gender is a social construct; it varies across societies and changes over time. Therefore, this is an important attribute of the study in understanding the social demographic of the population. Figure 4.2 shows the number of male (28) and female (22) respondents in the population.

Figure: 4.3

Distribution of respondents studying in standard 6th, 7th, 8th

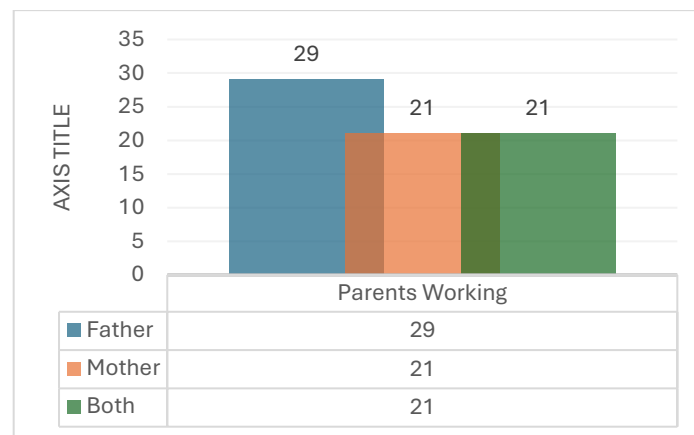


Note: This figure illustrates the distribution of the respondents enrolled in 6th, 7th, and 8th in the sample population. Data Source: Primary data collected by the author. Source: Figure created by author.

The above diagram presents a strategic selection of respondents from standards 6, 7, and 8 to study the transitional period in the educational journey of a child. The middle tier of the state education system, comprising standards 6, 7, and 8, is chosen to capture a cohort of students who have advanced beyond the foundational stages of learning but have not yet reached the specialized content typically associated with higher grades. This strategic choice allows for a more nuanced exploration of educational experiences and outcomes within a developmental context that bridges childhood and adolescence. The emphasis on the age range of 11-14 years aligns with a critical phase of human development characterized by significant physical, cognitive, emotional, and social changes (Yurgelun-Todd, 2007). Research in developmental psychology highlights the importance of early adolescence or pre-adolescence as a time of rapid growth and maturation. Physiologically, individuals in this age group experience puberty-related changes that can have profound implications for their self-concept, social interactions, and emotional well-being. Cognitively, they undergo refinement in abstract reasoning, problem-solving, and perspective-taking abilities. Socially, adolescents navigate increasingly complex social dynamics and peer relationships, shaping their emerging identities and values. By focusing on respondents within this critical age range, researchers can gain valuable insights into the interplay between educational experiences and developmental processes during a formative period of human growth.

Figure:4.4

Distribution of work status of parents (father/mother/ both)



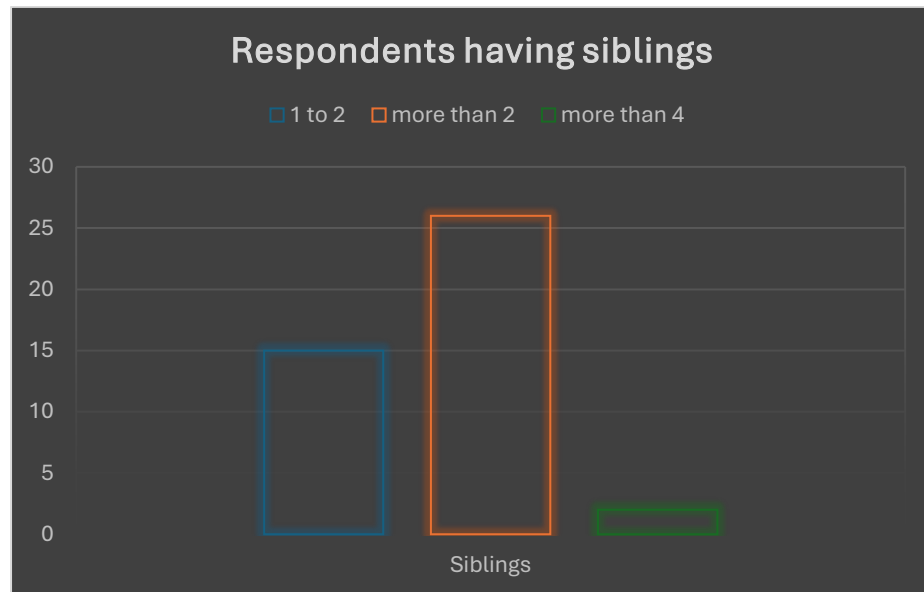
Note: This figure illustrates the distribution of the working status of the parents of the respondents, indicating whether the mother, father, or both are working. Data Source: Primary data collected by the author. Figure created by the author.

Figure 4.4 provides insight into the work status of parents, distinguishing between situations where either the mother or father is working or both parents are employed. Understanding parental work schedules is crucial as it sheds light on household dynamics and potential implications for child development, particularly in the context of busy working parents. Research by the National Institute of Child Health and Human Development (NICHD) has revealed compelling insights into the impact of busy working parents on the academic performance and cognitive skills of children. Children of busy working parents often face unique challenges due to the demands of their careers of parents, such as limited parental availability, reduced quality time spent, and disruptions to established routines. These factors can contribute to heightened stress levels, feelings of neglect, and diminished emotional support among children. Taking this into consideration working status of parents is crucial for the demographic information. The absence of parental presence and engagement may impede the academic progress and cognitive growth of children. Research suggests that children with “present” parents, who are actively involved in their upbringing and education, tend to demonstrate better academic performance and enhanced cognitive abilities compared to their counterparts with busy working parents. The impact of parental work schedules on the well-being of children extends beyond academic outcomes to encompass various facets of their lives, including

social relationships, self-esteem, and behavioural adjustment (Perry-Jenkins et al., 2020; Han & Fox, 2011).

Figure: 4.5

Distribution of respondents having siblings



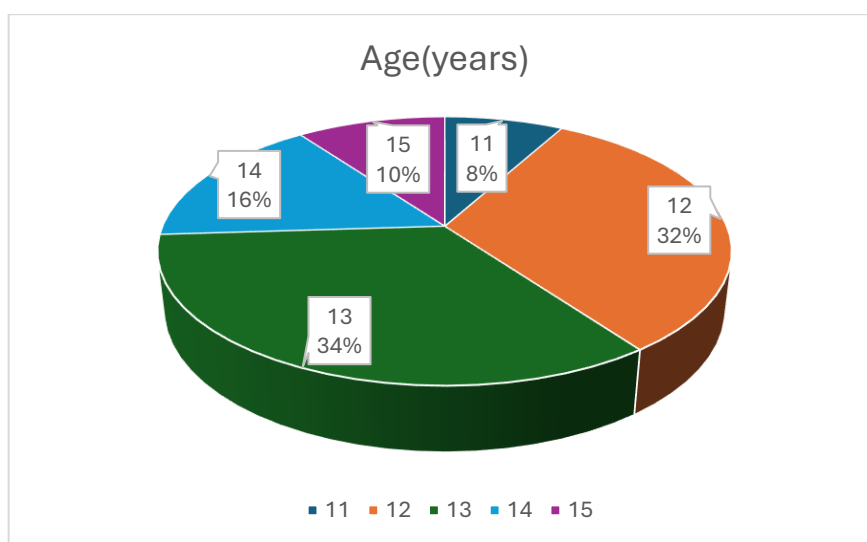
Note: This figure illustrates the distribution of respondents who have siblings 1 or 2, more than 2, more than 4. It shows the proportion of the respondents with siblings compared to those without siblings. Data Source: Primary data collected by the author. Diagram created by the author.

Peer groups constitute a cornerstone of social development for respondents, exerting a profound influence that extends beyond individual perspectives and interactions. This pivotal role of peer groups in shaping the social and psychological landscape of children has been extensively studied and elucidated in academic literature, as highlighted in the study (Vandell, 2000). Peer groups are groups of individuals of similar age and social standing who share common interests, values, and norms. They provide a platform for socialization, exploration, and the development of interpersonal skills. From early childhood, peer interactions are fundamental for learning to take turns, collaborating in play, and navigating social dynamics in structured environments. As adolescents transition into adolescence, peer groups become even more significant in the development of identity and autonomy. They seek validation and acceptance from their peers, forming close-knit

bonds based on shared experiences, secrets, and confidences. These friendships offer support, companionship, and belonging outside the familial realm, buffering against the challenges and uncertainties of adolescence. Peer groups also serve as a laboratory for exploring and negotiating social roles, norms, and values. However, the parental influence remains a significant force in the lives of adolescents, as they continue to shape values, beliefs, and behavioural norms. The interplay between parental guidance and peer influence is complex, with adolescents navigating a delicate balance between autonomy and attachment.

Figure:4.6

Diagrammatic representation of the age of the respondents



Note: This pie chart displays the distribution of respondents across different age groups. Each slice represents the proportion of respondents in a specific age category, providing an overview of the age demographics of the sample. Data Source: Primary data collected by the author. Figure created by the author.

In figure 4.6 provided above, participants are grouped according to their age, with age being perceived as a consequence of the societal norms and expectations associated with each life stage. Age is a biological classification that specifies the time frame between birth and death in years. While age has an objective component, as everyone has been alive for a certain number of years, age also includes substantial subjective and social constructional components (Sociology Plus October 14, 2022). From a sociological perspective, age is not merely a static numerical value, but a dynamic concept imbued with meaning and

significance by cultural norms, societal expectations, and historical contexts. Each stage of life has its own set of roles and developmental tasks, shaping the identities, aspirations, and interactions of children. Understanding age as a socio-demographic factor is crucial for understanding the development, socialization, cognitive growth, and adaptive capacities of children. Attitudes of children towards change, cognitive abilities, and receptivity to learning new behaviours are linked to their developmental stage and age-related experiences. Younger children may exhibit greater resistance to change due to limited cognitive flexibility, while older children may demonstrate increased cognitive capacities and adaptability (Uddin, 2021; Dajani & Uddin, 2015). Age also serves as a foundation for peer relationships and social interactions, with children gravitating towards those with similar developmental trajectories. These age-based peer dynamics foster socialization, friendship, learning, negotiation of social norms, and empathy. By examining age as a socio-demographic factor, researchers can gain valuable insights into the complex interplay between individual attributes, developmental processes, and social contexts.

PART- B

Part B of this study is divided into four sections, each section delineates each objective. This strategic segmentation aims to provide a comprehensive understanding of the research goals, fostering a nuanced understanding of the subject matter.

OBJECTIVES OF THE STUDY-

1. To study the factor responsible for the extent of usage of television among children.
2. To find out the impact of television on children's everyday activities.
3. To study the program and content responsible for deviance, violence, and gender socialization among children.
4. To understand parents' response to the impact of television on children's everyday life.

SECTION 1

4.2. FACTOR RESPONSIBLE FOR THE EXTENT OF USAGE OF TELEVISION AMONG CHILDREN

This section of the study investigates the intricate array of factors that influence the extent of television usage among children, aiming to comprehensively investigate the myriad

influences affecting the prevalence and patterns of television consumption. Through an exploration of various determinants such as awareness among parents, socio-economic background, parental influence, and the availability of electronic devices, the present study attempts to explore the complex web of influences that shapes the engagement of children with television. To gain insight into these factors is essential for constructing a thorough understanding of the patterns of television usage among children. Since, studies have indicated that the education of parents, family size, and age of the child and sex significantly influence the entertainment viewing habits of children. It suggests that educators, broadcasters, and legislators should work together to improve the viewing experiences of children (Truglio et al., 1996). Taking all these into consideration, the present study identifies three main thematic pillars parent awareness, Entertainment, and relaxation which are responsible for the extent of usage of television. By elucidating these themes, the study aims to contribute to a deeper understanding of the factors driving the television consumption behavior of children.

Table: 4.1

Factors responsible for the extent of usage of television among children.

Parent Awareness	Entertainment	Self -Relaxation
Literacy	Marketing and merchandising	Passive entertainment
Socio-Economic status	Temporary escapism	Stress reduction
Media literacy	Social trends and peer influence	Engaging content
Involvement of parents and co-viewing	Availability and convenient	Escapism and procrastination
Bedtime routine	Entertainment variety	Predictable structure

Note: This table summarizes the key factors influencing the television usage of children.
Data Source: The data was gathered from an interview conducted in Firozabad district, Uttar Pradesh, India. Table created by the author.

4.2.1. AWARENESS AMONG PARENTS

Parent awareness is the first focal point of this section which studies the factors responsible for the extent of usage of television and is a pivotal factor that influences television watch time of children. The level of awareness and knowledge the parents possess regarding the content, duration, and appropriateness of television significantly shapes the watch time of children, and considering this factor helps us to understand the role of the parent as a socializing agent. Constructs codified for this study viz. literacy of parents, working, not working, not aware of the consequences of technology are reckoned useful and insightful for the present theme. Parents, regardless of their educational backgrounds, have a degree of familiarity and awareness about television. This applies to individuals who have received formal education as well as those who have not. In various households, people with different educational backgrounds collectively share a mutual understanding and awareness of the television medium. Parents who have received formal education typically demonstrate a more nuanced approach to overseeing the activities of their children. They utilize strategies rooted in a comprehensive understanding of child development and effective communication. Their educational background often provides them with a diverse set of skills, including establishing boundaries, encouraging open communication, and employing positive reinforcement methods. Also, Literate Parents are aware of the potential impact of television on child development and are more likely to regulate and monitor the habits of their children. By doing so they tend to monitor and have control over the “content-type” and “watch time”. On the other hand, parents with non-educational backgrounds tend to struggle to manage their children’s television watch time. Therefore, the disparity in parenting methods highlights not just educational distinctions but also the varied resources and tools accessible to parents based on their educational backgrounds. Thus, this section pertains to understanding the impact of parental knowledge that functions as a dynamic construct in the larger context of watch time and content choice of their children.

RELEVANCE OF PARENTAL KNOWLEDGE

To familiarize children with society the initial responsibility of socialization falls on parents and to fulfill this significant role in a modernized nation, parental awareness is essential. To maintain the well-being of children, parents become mindful that children are exposed to television. The content choice and watch time are crucial and correspond with their values and age group. Additionally, parents ensuring and guiding their children towards educational programs that contribute positively to their learning and development is equally vital. If parents are mindful of managing screen time, and if they are aware that excessive use can have adverse effects on health, sleep, and overall well-being. Then parents can address negative influences on their children by discussing concerns about inappropriate behavior, violence, or other content. Also, media literacy is promoted through conversations about what children watch, helping them develop critical thinking skills and the ability to analyze and question information presented on television. Discussing different cultures, perspectives, and values with their children fosters cultural sensitivity among children. Parents, who are aware of the viewing habits of their children, actively promote a healthy equilibrium between screen time and engaging in activities that foster social interaction, physical activity, and creative play.

Establishing explicit guidelines and limits regarding television watching is crucial to instilling in children the significance of maintaining a balanced and responsible approach to screen time. Let us understand them one by one.

CONTENT CONTROL: When it comes to what children see on television, parents have the power to supervise and manage. The suitability of various programs for various age groups varies. They may make sure their kids are seeing age- and value-appropriate content by exercising parental surveillance.

EDUCATIONAL VALUE: Parents can guide their children toward educational opportunities that promote growth and learning. Apart from formal schooling, numerous educational TV programs exist to foster curiosity and critical thinking skills in children.

SCREEN TIME MANAGEMENT: Excessive screen usage can negatively impact overall health, sleep quality, and overall well-being. Informed parents can advocate for a balanced lifestyle and instill healthy screen time habits, enabling them to better regulate the television viewing duration of their children.

ADDRESSING NEGATIVE INFLUENCES: Certain television programs may contain violence, inappropriate behavior, and other detrimental effects. Parents staying informed about the viewing choices of their children enables them to address concerns and engage in conversations that assist their kids in distinguishing between reality and fiction.

MEDIA LITERACY: Parental awareness increases children's media literacy. By having discussions with their children about the media they consume, parents may foster in them the ability to think critically and to evaluate and challenge the material that is broadcast on television.

CULTURAL SENSITIVITY: Television frequently conveys cultural norms and values. Discussing other cultures, viewpoints, and beliefs with children who are aware of the material can help them develop cultural sensitivity and understanding.

SOCIAL INTERACTION: Excessive television viewing can have a negative impact on certain social relationships. Parents who are mindful viewing habits of their children can encourage a healthy balance between screen time and engaging in activities that foster social connections, physical activity, and creative play.

SETTLING BOUNDARIES: Having parental understanding makes it possible to set up boundaries and clear standards for watching television. This helps with the understanding of children to the value of moderation and accountability when it comes to screen use of children. The extent of television usage of children is influenced by various parental factors such as education level, working status, and attitudes towards screen time. Screen time behaviors of parents, the use of television as a babysitter, and societal pressures also play a significant role in shaping the screen time habits of children. Therefore, it is essential to consider these parental influences when developing strategies to manage and regulate the television viewing habits of children. Consistent research indicates that parental awareness and attitudes are pivotal factors influencing the extensive use of television by children. The following attributes outline the indicators of parental awareness.

LITERACY:

The relationship between parent literacy and the habit of watching television is influenced by factors such as the educational background of parents and the perspective of parents regarding television programs were linked to the viewing habits of the children (Abrol, et al., 1993 & Valerio et al., 1997). Parental education attainment directly correlates with how

children engage with television content. Parents with higher levels of education tend to exhibit greater awareness and discernment regarding the quality and appropriateness of television programs for their children, consequently influencing the viewing habits within the household. In our study respondents reported that their parents do not interrupt them watching television. Neither do they feel there is a need for supervision, nor do they have any interference with their behavior. When researchers ask about the qualifications of their parents, this is the time when at first respondents feel some nervousness in expressing that their parents are illiterate, they are not confident to share the educational status of their parents, expressions changed, with their eyes down and a pin drop silence. After taking a pause, and comforting themselves, they still responded. The hesitation to disclose parental illiteracy underscores the need for a deeper exploration of the societal implications and perceptions surrounding educational attainment and its impact on family dynamics.

Table: 4.2

Responses of respondents

Cases	Responses
1	<i>Madam ji hamko nahi pata hai hamari mummy kahti hai ki tumko kya karna jankr tum khoob pado jitna padan hai, hum tumko padayenge.</i>
2	<i>Hamara mummy silai ka kaam krti hai pr hame jitna padai krna hai, khlena, khana sabka dhyan rakhti hai hamari mummy, hamari madam jab bhi bulati hai hamari mummy aati hai school main.</i>
3	<i>Hamko kaha jata hai ki dekhlo TV fir tumhari mdam ko bta denge, or madam se bhi pochti hai ki hum kitna padte hai school main.</i>
4	<i>Hamari mummy nurse hai or papa dukan par kaam krte hai , raat ko aakr fir hamaara school ka kaam check krte hai, agar hum TV dekhte huye mil jaye to pochote hai ki kabse chal rhi hai or jyada dekhne par daanttte bhi hai.</i>
5	<i>Hamye yahan koi niyam nahi hai chahe hum dekhe chahe na dekhe ,humse to kah dayi jaat hai ki Tumaoo man hai to dekh leo.</i>

Data source: Primary data collected by the author. Source: Table created by author

INTERPRETATION OF THE CASES-

Based on the interpretation of the gestures and responses of the participants, it can be inferred that they were unaware of the educational qualifications of their parents. Their lack of knowledge in this regard indicates a sense of embarrassment or discomfort. Another factor is that either parents are not disclosing their qualifications to their children, or, in some cases, the children themselves choose not to share information about the qualifications of their parents. The statement illustrates that the parents of the respondent are not well educated due to which they felt shy and embarrassed. Consequently, it poses a potential risk for the child to experience feelings of stress and anxiety. Parental literacy plays a crucial role in informing children about the adverse impacts of television on health and managing the negative consequences affecting physical and social aspects and in the overall well-being of the child and in establishing effective communication and life management between parents and children. However, in some cases, there may be a lack of awareness or a reluctance to share such information. Consistent research (Amenyah, 2012) discovered that the literacy of parents plays a crucial role in both their awareness and development of their children, and it was discovered that participation of parents in literacy classes had a positive effect on the academic progress of children. A social inheritance, in which information is not only passed down but also developed for the benefit of future generations, has been established by parental literacy. Some parents are literate, and they are aware of this that they have to engage with their children. After reviewing the literature, it is evident that the role of involvement of parents is important, and the respondent has expressed the role and involvement of his/her mother in the schooling of the child as also about the daily life processes. This shows the importance of the involvement of parents in child management. The parents take care of the life and education of their children. The study explores the impact of active participation in literacy classes on the education and academic performance of children. It suggests that individuals who actively engage in literacy classes, driven by personal goals and practical learning value, can motivate their children to excel in school. The results show that active participation and commitment in literacy classes lead to positive behaviors and increased involvement in the education of children. It is evident as observed from the statement given by the respondent. Parents are the first weavers in sociological weaving associated with the socialization of children, and literacy is the vibrant thread that unites the fabric of a functioning society. Parents with

higher literacy skills may be more likely to engage in educational activities with their children, such as reading books together or discussing academic topics. This engagement can contribute to a balanced approach to learning. Alam, (2021) emphasized the importance of literacy in shaping the reading habits of their children. The study emphasizes the significance of the literacy of parents in understanding the reading habits of their children, also highlighting its role as a mediator in the development and formation of these habits. Indeed, parents can choose good reading books, provide appropriate reading time, to use reading sources, whether printed books or digital sources such as laptops or computers. In addition, by getting used to reading, children can get information appropriately and master other languages quickly. In the study of (Zaidman et al., 2023) he emphasizes the impact of parental health literacy on the health outcomes of children with chronic disease globally. Further highlighted the link between parental health literacy and the health outcomes of children. Low health literacy is associated with poorer health knowledge and disease management, increased chronic illness, underutilization of preventive health services, and increased hospitalizations. This study suggests that low parental health literacy is associated with negative health outcomes. As per the study (Bunijevac, 2017), parents without formal education might depend on alternative approaches, like using threats of reporting misbehavior to teachers. This method could stem from a perceived lack of skills or confidence in directly influencing and guiding the behavior of their children. Lacking an educational foundation that could offer alternative strategies, these parents may turn to external authority figures, such as teachers, to assist in maintaining discipline and overseeing the behavior of their children. The statement has again shown the involvement of parents in child management and their intervention in the television viewership of their children. The respondent has expressed the concern of parents about the television viewership of children. The parent is conscious about the impact of time spent on television which affects the study of the children. The children are stopped from watching television with different techniques. The statement given by the respondent shows that parents control their children and are concerned about the education of the children for which they are involved in their school performances. Literate parents give additional concern and interest in child education and play an important part in the social control of their children. If parents are involved with the learning of children, they will be confident and will have exposure to so many things.

Research has shown that the literacy levels of parents are associated with important health and literacy outcomes for their children (DeWalt, & Hink, 2009). Specifically, the amount of teaching in reading and writing skills reported by parents has been linked to the development of oral and written language skills in children (Sénéchal et al., 1998). Furthermore, poor parental phonological awareness has been associated with poorer child literacy outcomes, highlighting the importance of improving parent phonological awareness to aid in literacy development for at-risk children (Boyes et al., 2017). When it comes to the home literacy environment it is evident that the home literacy environment, including parental reading and the availability of reading materials, has been found to predict the emergent literacy skills of children such as vocabulary and phonological awareness (Buvaneswari & Padakannaya, 2017). Frequent reading at home has been positively associated with the emergent and conventional literacy skills of children, emphasizing the role of parental practices in shaping the literacy development of children (Kim, 2009). When it is asked to the respondents, whenever you watch television late at night, do you feel any type of physical health issues? They replied to numerous health issues such as eye irritation and back pain although they are experiencing it, their parents are not aware of the problem they are facing. The extent of television usage by children is influenced by various factors related to parental behavior and attitudes. Research has shown that parental influences play a significant role in shaping screen time habits of children. For instance, screen time behaviors of parents, leaving the TV on whether it was being watched or not, and restricting outdoor play were associated with higher TV viewing of children in the home environment (Bassul et al., 2021). Moreover, parents with high education placed greater importance on limiting children's screen time and felt less societal pressure about the screen time of children compared to parents with low education, and in turn, these factors were associated with less screen time among children from parents with a higher education level (Määttä et al., 2017). There are so many significant uses of screen management but that is applicable only when knowledge and benefits of that is live, so that understanding of screen management happens. But at the other end of the spectrum, some of the respondents share their routine for screen time and physical activity with friends and outings or homework separately. Their parents are aware of the screen management time. The statement shows the role of television viewership of parents and controls as they are concerned about the time spent before the television screens and control the child for excessive watching of television. The involvement of parents in the homework of their

children is very important for the education of children. The respondent has reported that the parent asks for homework and is concerned about the time spent on the television sets as the engagement of more time in watching television will bring worse consequences for the children. This concern is more found in those parents who are literate and can manage their children and protect them from the ill effects of television.

SOCIO-ECONOMIC STATUS

Apart from literacy level, in the pattern of society, the economy is an equally important factor, literacy levels, which encompasses both basic socio-economic statuses. Higher levels of education are associated with better literacy rates. Socio-economic condition also affects the engagement or exposure of television in the lives of children. So many studies consistently explain that the television viewing time of a child is influenced by the socioeconomic status of their family. Yang-Huang et al., (2017) found that children from lower socioeconomic backgrounds tend to watch more television, with the differences becoming more pronounced as they grow older.

Table: 4.3

Responses of respondents

Cases	Responses
1	<i>Jab hamare pass paise aa ajiyenge tab hum bhi TV le lenge par abhi hum monu k ghar dekhte hai.</i>
2	<i>Hum apni chachi ke gahr dekhte hai TV to jab tak man krta hai dekh lete hai. Jab tak mummy papa nahi aate to hum TV dekhte hai.</i>
3	<i>TV dekhne se achha hai ki tum dosto k sath bahar khel aao, tazi hawa m khela kro bahar yahan bed par baithe baithe kya hi mil rha h tmhe.</i>
4	<i>Aanand aavat hai tv dekhan m par hamaye gharein hain ahi to hum chchan k ghare dekh levat hai.</i>
5	<i>Hamaye gharein teen tv hai to sabaknko time pass jai jave hai vate , koi kahoona dekh let hai.</i>

Data source: Primary data collected by the author. Source: Table created by author

INTERPRETATION OF CASES

Being in any economic status it is evident from the responses from respondents they are curiosity about the TV, and they can do whatever for that, as the content is so attractive, as they share the experiences of not having smart devices and this is the reason they have only television for everything. From the above statement, the desire is there, but the need they possess is why they fulfill that, they are dependent upon others. We can understand this with the basic example of the India- Pakistan cricket match, everyone has a craze for that match that they can collect anywhere at a shop or grounds or the home of any relative. This is the power of the television or the content.

Child television viewing time increases with age across all socioeconomic subgroups, with stable educational differences and changing differences between household-income groups over time. This is further supported by (Holman & Braithwaite, 1982), who found that parental attitudes and the importance placed on television as a leisure activity are related to the type and quantity of TV viewed by preschoolers. A study (Natsiopoulou & Melissa-Halikiopoulou, 2009) also noted that parents from higher socioeconomic backgrounds are more likely to intervene in TV viewing of their children and discuss programs with them. These findings highlight the need for interventions and awareness-raising efforts among parents, particularly those from lower socioeconomic backgrounds, to manage TV viewing of their children. No balance in screen management and the life of the digital time zone of a child is affected by the socio- economic background of the family, side families having a lower economy are busy with the burden of economy generation and labor for that. Additionally, with the interruption of daily schedules and activities, parents might rely on electronic devices to occupy the time of children, and the screen time of children could be greatly affected by their parents (Zhang et al., 2022). These observations highlight the significant influence of the busy schedules of parents on their interaction with television, portraying it as a companion during periods of isolation. As parents contend with numerous duties, such as managing needs and prioritizing the time their children spend with them, television becomes a readily available source of comfort. The assertion underscores the upsetting fact that even in the absence of parents, children gravitate towards television within the households of relatives and friends, viewing it as an attractive diversion. In this context, television assumes the role of an engaging retreat, providing children with entertainment and enjoyment that surpasses familial responsibilities. When the parents do

not intervene in child life activities the children are more attracted to television, and they spend more time watching television, which has negative effects on the overall development of the children. Holman (1982) also highlighted the importance of parental attitudes and socioeconomic status in shaping children's TV viewing habits. These findings underscore the need for interventions that target parental awareness and attitudes to reduce excessive TV use of children. Furthermore, the impact of the working status of parents on the television viewing habits of children has been explored. A study found that youths who have two parents who restrict sedentary time are less likely to watch large amounts of TV, whereas permissive parenting is associated with high levels of TV viewing (Jago et al., 2011). The higher the socio-economic status, the higher the chances that their children will read a story. Because they are aware of the negative effects of television or technology usage. However, some studies found that disadvantaged children watch more television than children from higher socio-economic backgrounds, children from higher socio-economic backgrounds are more likely to be read a story and the activity would last for longer, and there is a significant difference in the percentage of children not being read to at all between the most disadvantaged and most advantaged families (Bittman & Siphthorp, 2012).

In this study children from higher economic status are less likely to watch television in their free time, they are more likely to do physical activities or play with their peer groups. Parents have the mindset that they will learn new and social behavior if they interact with their surroundings. Their children socialize with the media. This is functioning in their mind and for that, they are managing the activity of their child. The statement emphasizes the importance of parental guidance in educating children about the negative effects of excess television and encouraging physical activity. It is specifically applied to socioeconomically affluent families (families who are economically weak) where parents are proactive in managing the leisure activities of their children and promoting a balanced lifestyle that integrates intellectual stimulation and physical activity. This proactive approach to parental caregiving focuses on fostering comprehensive development and welfare leveraging financial stability for the growth and contentment of their children.

MEDIA LITERACY

Media literacy is the skill of understanding and analyzing various forms of media, including print, digital, and visual media. It involves understanding how messages are constructed

and conveyed, and their impact on individuals and society. Also involves critical thinking, skepticism, and discerning credible sources. In today's digital age, media literacy is essential for individuals to navigate the vast array of media content and make informed decisions about their consumption and sharing. This phenomenon of awareness and attitudes of parents was further supported by Lauricella (2015), who found a strong correlation between the screen time of parents and children, suggesting that parental attitudes and behaviors influence the media use of children.

Table: 4.4

Responses of respondents

Cases	Responses
1	<i>Hamara bhaiya smajhata hai ki TV dekhogi to chasma lag jayega , hum jyd cartoon dekhte or ek serial bhi to papa bhi bolte hai ki fir aankahein jaldi kharab ho jati hai.</i>
2	<i>Jyada der ek jagah baithe rhenge to aalas aa jayega to padai ma man kam lagega.</i>
3	<i>Madam ji hamari mummu papa bhut dhyan dete hai hum pr , hamari pados wale bachhe gali bhi dete hai to mummy batatiti hai ki jaisa dekhoge seekhoge, TV m bhi ladai wali cheezein mat dekha kro, to jyada tar hum gaane ya fir serial dekhte hai apni amma ji k sath.</i>
4	<i>Kahe k lane hane hi je cheezein tv m dekhat ho soi tumhe khave lane chahiye.</i>
5	<i>Aiso karon tum for leyo jin aanakhan koon tumhe khud koon nahi pato lagat ki ka haal hovego jyada dekhoge to.</i>

Data source: Primary data collected by the author. Source: Table created by author

Some respondents express their opinions with great enthusiasm regarding the technological literacy of their parents, believing that their parents exhibit a strong familiarity and comfort with the effects of television. In these instances, there is a notable sentiment of positivity and appreciation for the adeptness of parents in navigating the technological landscape, particularly when it comes to television. These vocal respondents often highlight the friendly and approachable manner in which their parents engage with television and its associated technologies. It suggests a level of ease and openness in the parent-child relationship regarding discussions and activities related to television. The term “friendly”

implies an amicable and supportive attitude on the part of parents, creating an environment where children feel encouraged to explore and learn about the various aspects of television without apprehension. The statement shows the exposure of parents to the negative effects of television. The respondent reported that his brother and father stopped him/her from watching television as they thought that it would prove harmful to the eyes and overall health of the child. The statements are observable about the knowledge of parents about the consequences of watching television. Timmons & Pelletier (2015) underscored the role of parent learning in a family literacy program, which led to increased literacy activities and enjoyment with their children. These studies collectively demonstrate the crucial role of literacy of parents in shaping their awareness and development of their children. In acknowledging the technological knowledge of their parents in this context, respondents may be alluding to awareness of the potential impact of their parents on television on aspects such as behavior, cognition, and social interactions. The positive stance suggests that these parents are not just aware but are actively engaged in guiding their children through the nuanced landscape of television content.

The statement shows the concern of parents about the physical health of the child. In the statement, it can be found that the parent is well aware of the consequences of watching television for a long time and its effect on the body because of sitting in one place and giving less time for body movements which effects the overall body development. It is also important to note that the impact of the digital home environment, especially parental activities aimed at engaging children in literacy, has been predictive of early literacy development (Segers & Kleemans, 2020). Furthermore, the COVID-19 pandemic has highlighted the need for parents to diversify their home literacy activities and direct them to different activities that will be more interesting for children (Canbulat et al., 2022). Respondents express positive opinions about the technological proficiency of their parents, especially in television, and their familiarity with the impact of television consumption. They perceive their parents as adept at navigating modern media complexities, indicating comfort and ease with technological advancements. This suggests a good understanding and adaptability of their parents to contemporary communication and entertainment, highlighting the evolving dynamics of familial interactions in the digital age. When it comes to the role of parents in the socialization of children. The content shown on television impacts the process of socialization and the children imitate and learn different things from

television. The parent here teaches and controls the child about the content of television so that the child will not learn bad and immoral things. Parental involvement in regulating television usage is crucial in shaping the socialization of children. By monitoring television consumption, parents effectively steer the socialization process, shaping the attitudes of children, behaviors, and interactions within societal frameworks. This proactive engagement reflects a conscientious effort to instill values, norms, and boundaries that align with familial and cultural expectations. Parental intervention in managing television usage serves as a mechanism for guiding children through socialization, facilitating their integration into broader social contexts while safeguarding against potentially harmful influences. Certain respondents are not only appreciative of the technological knowledge of their parents but are also vocal in expressing their positive views. They believe that parental friendliness towards television is cordial and accessible, creating an environment conducive to technological exploration for children. This may stem from a genuine sense of contentment and admiration for the ability of their parents to understand and negotiate technology. This suggests a harmonious family environment where technological dialogues are encouraged and esteemed. Open communication and mutual understanding are crucial, facilitating knowledge exchange between parents and children. Vocal appreciation of parental technological proficiency fosters a shared interest and engagement with evolving technological landscapes.

INVOLVEMENT OF PARENTS

Parental involvement is the active participation, engagement, and investment of parents in the lives of their children, promoting their well-being, development, and success. This involvement can take various forms, such as emotional support, physical care, educational support, guidance and discipline, socialization, and advocacy. Parents provide emotional support by offering love, encouragement, and comfort, creating a secure attachment bond and fostering positive self-esteem. They meet the basic needs of their children such as food, shelter, clothing, and healthcare. They also play a crucial role in their education by facilitating learning opportunities, assisting with homework, and fostering a positive attitude towards academics. Guidance of parents to the behavior of their children by setting rules, boundaries, and expectations, providing constructive feedback, and helping them navigate challenges. They help their children develop social skills, navigate relationships, and understand societal norms and values. Parents engage in extracurricular activities,

hobbies, and interests with their children, fostering shared experiences and bonding opportunities.

Table: 4.5

Responses of respondents

Cases	Responses
1	<i>Jitni der tak khana khate hai utni der TV chalti hai, hamare yahan Sath mai baithkr dekh te hai TV.</i>
2	<i>Jab bhi kuch aisa vaisa aata hai to sab bolne lag jate hai ki dekho isne gaalt kr diya aagr hum aisa krenge to saja to hume bhi milegi.</i>
3	<i>Papa ji bolte hai ki TV sirf dekhne ki cheez nahi hai samjha kro ki galat salat dimag m baitha lete hai log.</i>
4	<i>News dekh lo pata lage jahan rah rhe ho wahan ka ABCD bhi ni pata, thoda desh duniya k Samachar dekha kro.</i>
5	<i>Jab ladki ko ladai krte dikhate hai to mummy bolti hai ki dekho itna jor hona chahiye ki kuch gaalt ho too smabhal sako.</i>
6	<i>Hamare yhan to TV dekhte time jab sab baithte hain to panchayat lag padti hai</i>

Data source: Primary data collected by the author. Source: Table created by author

The involvement of parents is a key factor in determining the extent of television usage among children. Studies have shown that parental education, attitudes toward television, and efforts to control or discipline children all play a significant role in mediating television viewing (Abrol, 1993; Warren, 2001). Parental attitudes about the content and value of TV programs also influence the viewing habits of children (Valerio, 1997). Furthermore, the presence of TVs and computers in bedrooms, as well as the application of parental rules, can impact excessive screen time (Brindova, 2014).

These findings underscore the importance of the involvement of parents in the extent of usage of television by children. A study (Lauricella, 2015) found that the time spent by children with digital media devices is strongly associated with the screen time of their parents. Screen time of children is influenced by an interaction between child and parent factors and parental attitudes. Considering a study related to (Valerio et al., 1997) parental attitude about TV may influence the TV viewing habits of children, also suggested that a

broader study is needed to understand the reasons for excessive exposure of children to TV. Similarly in this study responses indicate that attitudes of parents toward television can influence the viewing habits of children and reveal the reasons for excessive exposure to television are their parents.

The statement shows that children are introduced to television by their parents as they watch television with their parents. When children see watching their parents, they also get used to watching television. When the family is busy watching television during lunch or dinnertime the children also watch television with them and get attracted to television. This statement, supported by a study, by Abrol (1993) revealed that in other countries has shown that the impact of television on children can be controlled if programmes are watched in the presence of adults and there is sufficient interaction and discussion. A co-viewing adult can make television viewing an active process and can facilitate learning from it. Television viewing in Indian homes has been studied to examine the extent of such interaction and discussion. Interviews with 754 children and their mothers indicated that parental education is a critical factor. In households where parents had comparatively higher levels of education, the children spent more time watching television. Educated parents also had more interaction and discussion with their children about TV programs.

The statement shows that the children also are controlled in watching some content. This will stop them from accessing vulgarity and other negative actions which can lead to crime. This is very important in child management during television viewership as the contents shown on the television can lead to negative social actions which can prove harmful for the children in the future, it contributes to the process of socialization of children. A positive image of television as a healthy source of entertainment and information prevailed among parents, mainly due to a substantial amount of transmission time being allocated to programmed of educational significance. Some amount of positive learning from TV has also been suggested. Some responses indicate that most of the parents restricted viewing, but more to restrict viewing of certain programmed considered undesirable. It indicates to sensitize and educate parents about their role in viewing their children and how they can make it a fruitful learning experience. The potential of television for promoting child development needs to be utilized more for the benefit of children. Statements of the respondents depict that co-viewing with adults and engaging in discussions about TV programs can control the impact of television on children, promoting active learning. It also

suggests that parental education significantly influences TV-programmed interaction and discussion, thereby promoting child development. Research (Warren, 2001) revealed that the attitude of parents and behaviors, such as accessibility, discussions with children, and displays of affection, significantly influence television mediation, while efforts to control or discipline children have a marginal influence. Let's delve into the bedtime routine of children for in depth understanding of the factors responsible for the extent usage of television.

BEDTIME ROUTINE:

Parental concerns about the television viewing habits of their children are linked to a sedentary home environment. This is due to the interplay between parental guidance, environmental factors, and media habits of children. Taking this into consideration a sub-theme created as a bedtime routine, some children incorporate television viewing into their bedtime ritual, which helps them relax before sleep onset. Parents may express concerns about the negative impacts of excessive screen time on the physical health, cognitive development, and social interactions of their children. The prevalence of sedentary behaviors associated with television viewing may contribute to a passive lifestyle. The home environment also plays a significant role in shaping media habits and the sedentary behaviors of children. The availability and accessibility of televisions, electronic devices, and other screen-based technologies can significantly influence the screen time patterns of children. This context is also supported by a study (Pearson et al., 2011) the findings, according to this study, children of concerned parents watched more TV than those whose parents were not concerned, and parents recognize excessive television viewing in their children but engage in conflicting parental approaches despite these concerns.

Table: 4.6

Responses of respondents

Cases	Responses
1	<i>Madam thak jate to fir TV dekhkr so jate hai, roja ka hi hai vo to hum apni bahan k sath dekhte hai.</i>
2	<i>Daily ko hai madam ji hum sab baithkr comedy show dekh levat hain.</i>
3	<i>Jayi bahane sab picture dekhlevat hai, fir madam ab hum akele hi dekh lete hai, chaunki achhi aava hai.</i>
4	<i>Ji madam ji daily ko hai , ki hum apno sab kaam krke fir cid ya koi picture aa rhi hao to dekh let hai.</i>
5	<i>TV to hamare hi kamre main hai to kam avaj par chala lete hain pata hi nahi lagta hai ki chali huyi hai.</i>

Data source: Primary data collected by the author. Source: Table created by author

The statement shows that watching television has become a habit of children. In the statement, the respondent expresses his/her routine of watching television before going to sleep. The action of watching television has become a habit for the child and it is an instrument which he/she thinks releases the daily stress of the children. “Media use may be a frequent procrastinatory activity because it tends to be highly habitualized (Hofmann et al., 2016; Exelmans et al., 2019). Habits refer to “learned dispositions to repeat past responses” (Wood & Neal, 2007). Habits form when the same behavior, such as media use, is frequently performed under similar conditions until it is finally triggered automatically by external (e.g., specific locations, times of day, or preceding activities) or internal (e.g., moods or need states). As a result of this automatization, habits are robust: once the association between behavior and context cues has formed, behavioral responses are triggered irrespective of current goals or needs (LaRose, 2010; Wood & R  nger, 2016). The inhibition of a habitual response thus requires active self-control efforts to override the impulse of performing the habitualized behaviour.” (Exelmans et al., 2019). As these studies reflected that just one more episode creates a habit and then routine disrupts, similarly the responses or statements show the reliance of children on television in daily life, it reflects broader societal trends and dynamics, influenced by social structures, cultural norms, and media landscapes. Television plays a significant role in transmitting values, beliefs, and norms to viewers, making it a necessary routine for an individual.

A part of many respondents said that excessive television viewing leads to a sedentary lifestyle, reducing opportunities for face-to-face interaction and community participation, as they do not have time for their friends for outdoor playing or group gaming. According to the studies this can negatively impact the mental and emotional well-being of children. The developmental implications of television consumption require consideration of the broader societal context in which individuals grow and develop. With the statements of respondents, it is evident that television programming reflects and shapes cultural narratives about childhood, and adolescence, and influences how individuals should perceive themselves and others at different stages of life. The portrayal of gender roles, stereotypes, and societal expectations on television impacting identity formation. In the above statements TV in his bedroom is the main factor for excess viewing and this is also supported by a study that says having a bedroom television during the preschool years is associated with higher body mass index, unhealthy eating habits, emotional distress, depressive symptoms, victimization, physical aggression, and lower levels of sociability in adolescence (Pagani et al., 2019). Therefore, television has a significant impact on the physical health of children, with potential long-term consequences.

Contextualizing these findings within broader societal frameworks highlights the complex interplay between media, culture, and social structure. Factors such as media ownership, regulatory policies, and technological advancements shape the production, distribution, and consumption of television content, affecting the relationships with the medium of children and disrupting routine. We can say a tv culture is growing and TV as a member of the family is evolving which is like tv is entertaining is ok, but in another way, it seems that we are feeling a need for entertaining television. In the continuation of the exploration of influential factors, Television usage among children is significantly influenced by the theme of entertainment, with captivating shows, colorful animations, and interactive content apprehending the attention of children for extended periods. This highlights the role of television as a primary source of leisure and amusement, reinforcing its integration into daily routines as Sujata Mittal depicts in her book “Children and media” (Sujata,2005).

4.2.2. ENTERTAINMENT

Television has become a crucial part of modern culture, with entertainment playing a significant role in its usage. Taking into consideration this, understanding the appeal of entertainment in television consumption is crucial for understanding sociocultural

dynamics shaping media habits and well-being. Its content is captivating, offering an escape from daily life challenges and catering to diverse preferences. Television also serves as a gateway to alternate realities, fostering cultural and social connections through shared topics of conversation. The desire to be part of these conversations motivates individuals to engage with television content regularly. Habitual viewing behavior is formed due to the enjoyment derived from entertaining content, leading to routines and habits around favorite shows or genres. Emotional engagement enhances the viewing experience, making it more memorable and enjoyable. Marketing and advertising influence plays a crucial role in promoting television content, creating anticipation and excitement around upcoming shows. Technological advancements, such as streaming services and on-demand content, have revolutionized television consumption by providing accessibility and portability. Television plays a vital role in shaping modern culture and influencing engagement with the television content of the viewers.

WHY THIS CONSTRUCT IS IMPORTANT:

The widespread adoption and cultural significance of television are attributed to its diverse programming, which caters to a wide range of preferences and demographics. It also serves as a conduit for building cultural and social connections and fostering shared experiences and discussions that contribute to a sense of community and belonging. The accessibility, convenience, and reliability of television as a source of entertainment and information reinforce its role as a staple component of daily life for many individuals and households. Emotional engagement is enhanced by compelling storytelling, immersive visuals, and relatable characters, deepening viewer engagement and investment in the content. The influence of marketing and advertising within the television landscape further amplifies its significance, as advertisers use the broad reach of the medium and persuasive capabilities to promote products, shape consumer preferences, and drive economic activity. A part of this, technological advancements, such as high-definition resolution, streaming platforms, interactive features, and on-demand viewing options, continue to evolve television, enhancing the viewing experience and contributing to its adaptability and resilience in an ever-changing media landscape.

MARKETING AND MERCHANDISING:

Television programming often leads to the creation of associated merchandise, which serves as a tool for children to construct and negotiate their identities within a consumer-

driven society. These merchandise become symbols of their fandom and affiliation with specific cultural references, allowing children to navigate their social worlds and assert their tastes, preferences, and allegiances. The attraction of associated merchandise also functions as a form of symbolic capital within peer networks, where possession of coveted items confers social status and distinction. Children engage in a form of cultural currency exchange, leveraging their knowledge of popular television franchises and associated products to negotiate social relationships and establish hierarchies of belonging within their peer groups. The normalization and reinforcement of extended viewing habits among children through the availability and ubiquity of merchandise reflect broader patterns of media consumption and commercialization, highlighting the power dynamics inherent in the production and dissemination of popular culture.

Table: 4.7

Responses of respondents

Cases	Responses
1	<i>Man krta hai ki ab vo CID aa rha hoga to dekh liya jayee.</i>
2	<i>Saloni pasand hai to unko dekhne k liye hum khana late khatate hai, School se jab aate hai to hamara pasand ka aata hai TV pr to bas hum bhagte hai jaldi school se.</i>
3	<i>Ek serial hai madam sir vo to hamara bhut pasand hai to hum vo dekhte hai uske liye to hum sapne bhai se bhi ladai kr lete hai qki vo dekhta hai kuch or laga le.</i>
4	<i>Advertisements to nahi pasand par hume chocolate nahi milti kabhi kabhi late hai appa ji to bas kahane paeene wale advertisement sahi lagte hai.</i>
5	<i>Ad dekhne se madam ji naye gaano ka pata chal jata hai or fir nayi wali koi filam aa rhi ho to hum copy main likh lete hai or apne dost ko bhi bata dete hai , to us din dekh lete hain.</i>
6	<i>Ad main hi pata lag jata hai ab aage kya hoga serial main fir hume or maja aa jatsa hai agar achha ho to.</i>

Data source: Primary data collected by the author. Source: Table created by author

According to the studies (Sathya, 2016; Khandai, 2012; Boyland, 2013), the extent of television usage among children is significantly influenced by marketing and

merchandising, particularly through the impact of television advertisements on the behaviour and brand preferences of children. These advertisements, often for high-fat, high-sugar, and low-nutrition products, with the statements it evident that children are feeling attraction towards these advertisements, which makes them stubborn towards their peer group. It is leading to increased intake and preference for such foods, which is leading to overweight and obese children (Boyland, 2013). Their stubborn nature is also creating a discretionary income for children, and their influence on parent purchases has further increased the interest of marketers in targeting child consumers, this is supported by (Calvert, 2008). Advertising initiatives frequently coexist with television content. Popular programs or characters may have related items, giving kids a complete experience. It is clear from the responses that one other reason for them to watch television for longer is the allure of having toys, clothes, or other mementos associated with their favorite shows. This shows the power of television to attract the audience with the target of making content with different choices.

Children show their attraction towards television with their responses as they leave school and other activities to watch his/her favorite actors. And also copy their favorite actors, and it is clear here that the content and role of their favorite actors and program has an important impact on the life of children. Research (Sathya, 2016) emphasizes the significance of advertising as a highly influential and powerful medium in contemporary commercial society. It specifically focuses on the impact of television advertisements on children. The study recognizes both positive and negative effects of advertising on children and offers valuable insights and recommendations regarding awareness of children and advertising products and their corresponding behaviors. Khandai & Agrawal (2012) emphasize that television commercials appear to have a large impact on the brand preference and purchase behavior of children in India and abroad. Television advertisements significantly impact brand preference and purchase behavior of children, while peer pressure and parental influence have less significance. Children do not exert strong power to influence the minds of their parents. The statement given by the respondents shows the television viewing experiences of children, highlighting the interplay of individual, interpersonal, and structural factors that influence their responses and behaviors. It highlights the conflict over television viewing choices as a reflection of the negotiation of autonomy and authority within familial and social relationships. The desire of children for control over leisure activities is often constrained by parental rules, societal expectations, and technological

limitations, reflecting broader power structures and social hierarchies. The emotional intensity of television programming also underscores the role of media in shaping the emotional experiences of children and interpersonal dynamics. The immersive nature of television content can evoke strong emotional responses, heightening susceptibility to frustration, disappointment, and resentment when their viewing preferences are thwarted. These emotional reactions can manifest in various forms of aggression, ranging from verbal outbursts to physical violence. The potential for aggression to arise in the context of television viewing conflicts highlights the influence of media exposure on the socialization and behavioral development of children. Adverts for HFSS foods (food & products that are high in saturated fat salt and sugar, according to the department of health's nutrients profiling model, NPM) lead to increased intake and enhanced preference for high carbohydrate and high-fat foods in children who consume the greatest amounts of televisual media. In this study, the statement shows television advertising has a significant effect on brand preferences and food intake, particularly in overweight and obese children. The study (Boyland & Halford, 2013) characterizes the effect of television advertising on actual food intake and food choices in children of various weight statuses. Television not only provides entertainment but also forces young children to demand must-have items. Television advertising influences demands and interpretation, leading to negative habitual actions and family conflicts. (Galdolage & Wijesundara, 2007).

The statement shows how children are attracted to consuming different kinds of items after watching them in advertisements. The respondents express their influence from television advertisements where the different producers of products interact and express their products attractively. The children buy different products and are influenced by different advertisements and watch their likings. The cognitive ability of children influences their attitude toward television advertisements, with different factors being more influential for different age groups. (Priya et al., 2010). By promoting compelling narratives, characters, and themes, advertisers imbue television shows with added value and appeal to engage with the content on a deeper level. This blurring of boundaries between advertising and programming contributes to the commodification of childhood experiences, as children become active participants in consumer culture through their consumption of both advertised products and televised content. This commercialization of media spaces reinforces the children to existing social hierarchies and inequalities.

Temporary Escapism:

Television, once lauded as the source of both information and entertainment, has become a double-edged sword for children, acting as both a catalyst for delaying tasks and an avenue for seeking refuge from reality. In an era where digital screens dominate daily life, the profound influence of television on the daily routines of children and conduct demands care and full consideration.

Table: 4.8

Responses of respondents

Cases	Responses
1	<i>Madam ji hum to film laga lete hai ki kam se kam khatam hone main 3 gahnte lag jayenge to tab tak koi kaam nahi krna rahega.</i>
2	<i>Khet pe na jano hoye to hum koi picture lagaye let hai.</i>
3	<i>Jab bahir khelenge to ladai hovegi to tase achho hai ki ghare baithkr tv dekh liyo.</i>
4	<i>Khano bannao hoye to koi film lagaiylo to time pass hai javat hai.</i>

Data source: Primary data collected by the author. Source: Table created by author

Television serves as a temporary escape for children, offering a coping mechanism for stress and challenges. Escapism is a fundamental aspect of human behavior, and television programming often presents a world of fantasy and imagination, providing a break from the mundane realities of daily life. The passive nature of television viewing appeals to children seeking relaxation and downtime, as it requires minimal effort. The content of television programming also plays a crucial role in determining its impact on children. Some shows promote positive values, critical thinking, and creativity, while others may perpetuate stereotypes, glorify violence, or promote materialism. Parental supervision and media literacy education are essential in guiding the TV viewing habits of children and helping them distinguish between constructive and harmful content. As the statement shows, they are differentiating the effects, and their parents drive it as a socialization process. Rubin's (1979) study of television consumption by children, particularly dramatic and comedic programs, provides a foundational understanding of psychological dynamics. Further research is needed to understand the nuances of escapism within the context of developmental needs, media preferences, and socio-cultural influences. Responses by

children depict that they use television viewing as a tool for escapism and from that it is understood that it is influencing cultural norms, social structures, and psychological needs of an individual. Television serves as a reflection of societal values, norms, and aspirations, offering an alternative reality where imagination is unlimited, and conflicts are resolved quickly. This escapism fulfills a psychological need for children to temporarily detach from the complexities and uncertainties of their everyday lives.

From the field observation and study findings, it is evident that the socio-economic background of children can also influence their relationship with television as escapism. Children from disadvantaged backgrounds may use television to transcend their immediate surroundings, accessing worlds of wealth, glamour, and adventure. On the other hand, children from affluent families may view television as entertainment and relaxation, enjoying the luxury of choice and variety in programming. The media industries and advertisers play a crucial role in shaping the perception of television as escapism. They capitalize on the desire of children for fantasy and escapism by creating and promoting content that caters to these needs. However, the sociological interpretation of television viewing as escapism raises questions about the broader implications for society. Critics argue that excessive reliance on television can lead to passive consumption, cultural homogenization, and the erosion of critical thinking skills. The commercialization of programming and advertising can perpetuate materialistic values and reinforce gender stereotypes in children. And also influencing attitudes and behaviors in subtle yet significant ways. A prominent work “Why do children watch television “by (Maccoby,1954) offers valuable insights into motivations as an outlet for frustrated desires. This study illuminates the intricate relationship between psychological needs, social dynamics, and media consumption patterns providing a foundational understanding of how television fulfills certain needs for children. We can say that entertainment on television serves as a foundation of the television viewing habits of children. Many scholars have examined the influence of social class on television viewing behaviors, highlighting disparities in access to media and exposure to different types of content based on socio-economic status. This theme underscores how broader structural inequalities shape relationships with media and contribute to the reproduction of social stratification. Continuing with this theme, it reflects those broader conversations about media literacy, child development, and the evolving landscape of digital media in contemporary culture,

offering insights into how media attracts through entertainment and how deeply we as viewers are involved in that. Next will study the social trends and peer influence to understand it in depth.

SOCIAL TRENDS AND PEER INFLUENCE:

Children are highly susceptible to the influence of their peers and social trends, which can significantly impact their media consumption habits, especially concerning television programming. When certain TV shows or content gain popularity among their peer group, children feel compelled (as they said in responses) to watch them regularly to maintain social connections and engage in discussions. This highlights the profound impact of peer pressure and social trends on the consumption patterns of children. Television serves as a medium for the dissemination of these influences, shaping the preferences of children and behaviors accordingly. The allure of being part of a shared cultural experience motivates children to align their viewing habits with those of their peers. However, the influence of social trends and peer pressure on television consumption is not without its challenges. Excessive exposure to certain content, driven by the desire to conform to social norms, can have adverse effects on the cognitive development of children, emotional well-being, and social interactions. The proliferation of digital media platforms has expanded the avenues through which peer influence operates, amplifying the pressure on children to consume specific types of content.

Table: 4.9

Responses of respondents

Cases	Responses
1	<i>Hume fauji banna hai to haum fauj wali sab picture dekhte hai ot humne papa ji se pant bhi mangwayi hai vaise hi fauji wali.</i>
2	<i>Jaise madam sir pahanti hai vaise hi shirt andaar krke phante hai hum to unka style achha lag jata hai, hamari Saheli bhi bolti hai ki unke jaise lagti ho.</i>
3	<i>Shadi m jana hot samajh aa jata hai ki kya fashion chal rhi hai to hum taiyar kr dete hai apni mummy ko vaiise hi.</i>
4	<i>Hamara dost dekhta hai WWF fir madam hume bhi akr battat hai to fir jab papa nahi hote to hm bhi dekhte hai kabhi kabhi.</i>

Data source: Primary data collected by the author. Source: Table created by author

The statement underscores the profound influence of media content significantly influences aspirations and self-perceptions of children, particularly regarding their career goals and desired identities. Children often gravitate towards television programming and other forms of media that depict characters or professions they admire and wish to emulate. The appeal of military portrayals in media lies in their portrayal of courage, discipline, and heroism, which many children find admirable and aspire to embody. By immersing themselves in narratives featuring soldiers and military operations, children not only derive entertainment but also internalize certain values and ideals associated with the armed forces, leading to a deep-seated desire to pursue a career in the military. The insistence of respondents on acquiring a military uniform to emulate their desired identity as an army man highlights the extent to which media content can shape the self-perceptions and aspirations of an individual. Factors such as personal interests, familial values, and real-world experiences also contribute to the formation of career goals and self-conceptions. On the other context, television influences societal changes and public behavior through a cyclical relationship between media content and public behavior. Peer influence, especially among younger individuals, drives consumption due to shared interests and belonging. Television reinforces social norms, connecting individuals and shaping collective consciousness, leading to widespread television use as entertainment and information consumption. Statements made by respondents revealed that television significantly influences their behavior and self-identity, particularly through the emulation and imitation of favorite actors. They often develop strong attachments to characters portrayed on television, identifying with their personalities, mannerisms, and lifestyles. This parasocial interaction, or identification with media figures, plays a crucial role in the development of self-identity and social behaviors. Through repeated exposure to television programming featuring beloved actors, children establish parasocial relationships with these characters, viewing them as role models and sources of inspiration. Consequently, they may seek to emulate the behaviors and attributes of their favorite actors, striving to embody the idealized images presented on screen. The desire for emulation reflects a desire for social validation and belonging, as children aspire to mirror the perceived success and status of their idols. The influence of television extends beyond surface-level imitation, impacting attitudes and beliefs about social norms and values. Characters portrayed on television often embody ideals and behaviors that children internalize as desirable or aspirational. Research has consistently shown that social factors, such as ethnicity, socioeconomic status, and family

structure, significantly influence children's television viewing habits (Tangney & Feshbach, 1988; Rubin, 1979). Disadvantaged children tend to watch more television, while those from higher socioeconomic backgrounds are more likely to be read to (Bittman & Siphthorp, 2012). These findings suggest that social trends play a crucial role in shaping the extent of television usage among children. So, with the support of these studies, it is evident that trends and peer influence are also factors that work as contributors to the prolonged use of television among children. But availability and convenience also play a crucial role as a factor responsible for extent usage.

AVAILABILITY AND CONVENIENCE

The availability and convenience of television significantly impact the extent of its usage among children. Parents and caregivers play a crucial role in managing and regulating television usage to ensure it remains balanced with other activities and does not adversely affect the development of a child. When televisions are easily accessible within an environment children, such as in homes or public places, are more likely to watch TV frequently. Parents who find it convenient to use TV as a babysitter or a means of keeping their child occupied may allow more extensive usage and also make television content accessible anytime, anywhere, that allows children to watch shows or videos at home. Consequently, the availability of diverse and engaging content tailored for children, such as streaming services and online platforms, also influences television usage.

Table: 4.10

Responses of respondents

Cases	Responses
1	<i>Hamare to gahr main 2 TV hai ek amma -baba ki or ek hamari to jab jise koi na dekh raha ho usi ko dekh lete hai.</i>
2	<i>Ab madam phone to hai nahi inke jaise to hum TV hi dekhte hai.</i>
3	<i>TV to hum dekhte hai par dekhne hum pados main jate hai, unke yahan baithkr dekhte hai Jab hamri mummy bulane aati hai tabhi aate hai, fir hume maar pad jati hai.</i>
4	<i>Haye yahan vo channel ni aata to hum apne dost se hi pooch lete hai ki kal kya hua, maja aat hai fir baatein kre main.</i>

Data source: Primary data collected by the author. Source: Table created by author

Studies show that the availability and convenience of television significantly impact the viewing habits of children. Valerio (1997) found that the attitudes of parents towards TV content and values influenced the viewing habits of their children. Similarly, (Taras et al.,1989) also highlighted the role of parental attitudes, with frequent use of TV as a distraction positively correlating with viewing hours. The statement depicts that the installation of a separate television for children in a household signifies a deliberate provision for individualized access to television content, reflecting the complex ecology of media devices within the home. This observation aligns with scholarly discourse on media consumption patterns and family dynamics, highlighting the nuanced interplay between technology availability and familial structures. The installation of a separate television for children underscores their agency and autonomy within the household, as they play an active role in selecting, interpreting, and engaging with media content. By having their own television set, children may exercise greater control over their viewing choices, fostering independence and self-expression within the familial context. Parental mediation strategies concerning media consumption are also examined, as the decision to install a separate television may reflect parental efforts to curate age-appropriate content, establish boundaries around screen time, or foster shared viewing experiences that align with familial values and interests. Understanding the implications of introducing supplementary media devices, such as separate televisions for children, provides insights into shifts in domestic dynamics and the renegotiation of family boundaries in the digital age.

Vandewater et al., (2007) study on media consumption of children highlights the pervasive role of media in contemporary childhoods, reflecting the broader trend of media saturation. Truglio (1996) in his study on factors such as parental education, family size, and demographic characteristics adds complexity to understanding the media consumption patterns of children. Social stratification and cultural capital can influence these factors, with higher-educated families having more cognitively stimulating media content and greater parental guidance. Family size and structure may also influence the availability of resources for monitoring and regulating media consumption. His mention of the age and sex of the child emphasizes the importance of considering intersecting identities, such as gender, which can influence the types of media content children are exposed to and the ways they engage with it. Some students revealed that the convenience of having entertainment readily available contributes to prolonged TV usage. The statement shows

that the responding child is watching television because of the non-availability of other gadgets like mobile phones.

These statements highlight the significant role of media, particularly television, in shaping the behavior and preferences of children within families and communities. Television serves as a source of entertainment and information dissemination, allowing children to engage with popular culture and stay informed about current events. Parental aggression, arising from factors like socioeconomic stress, cultural norms, or intergenerational conflicts, may also contribute to parental aggression. The statement highlights the complex interplay between media, peer influence, family dynamics, and individual agency in shaping behavior and socialization patterns within communities.

ENTERTAINMENT VARIETY

Entertainment trends are important for children to stay engaged with the medium. Television networks often adapt to these trends, incorporating popular characters, themes, and trends to keep them interested. Interactive and engaging content, such as games, quizzes, and participatory shows, can make viewing more interactive, contributing to increased usage. Parental control features allow parents to restrict content based on ratings or specific criteria, giving them confidence in managing television viewing of their children.

Table: 4.11

Responses of respondents

Cases	Responses
1	<i>Vame je ooh ai ki fashion samjah aa jat hai or gaanae uu sun let hai.</i>
2	<i>Madma ji hamyi mummy serial dekhti hai or bahn bhi or hum gaane sulet hai dance krte hai school function main, or papa hamaye Sunday koon picture dekhte hain.</i>
3	<i>Tarak mehta k bina haamra chota bhai khana nahi khata hai.</i>
4	<i>9XM par gaane sunte sunte humein math k sawal krne ache lagte hai, fir hum jyada jaldi kr pate hain.</i>

Data source: Primary data collected by the author. Source: Table created by author

Television plays a crucial role in shaping entertainment variety, offering a wide range of content that caters to their interests and developmental stages. Thematic diversity in

programming spans genres of children such as educational shows, animated series, adventure, comedy, drama, and documentaries, ensuring children can explore different facets of entertainment. Television also serves as a platform for cultural exposure and inclusivity, with shows featuring characters from various backgrounds, promoting diversity, and instilling values of acceptance and tolerance. Interactive and educational television programs blend fun with learning, with channels dedicated to science, history, and other educational topics entertainingly engaging children. This dual-purpose content not only keeps them entertained but also contributes to their intellectual development. However, moderation and parental guidance are essential in curating content that aligns with the age, values, and sensitivities of children. Striking a balance between educational and entertaining content ensures that television becomes a constructive tool for holistic development.

Television programs, such as “Tarak Mehta Ka Ooltah Chashmah” have a significant impact on behavior and routines within a family context. These programs often become ingrained in the cultural fabric, shaping norms, values, and entertainment preferences of society. The habit of the younger brother watching “Tarak Mehta” while eating suggests that he has been socialized into associating mealtime with the specific activity of watching television. This could be influenced by the family environment, where watching TV during meals may be normalized, and the habit of watching “Tarak Mehta” while eating highlights how television can become a central component of daily routines and influence individual habits. The statement also provides insight into the dynamics of family interactions, suggesting that the family accommodates the preference for watching television during meals, indicating a level of tolerance or acceptance of his habit within the family unit. The studies related to the context revealed that binge-watching involves prolonged viewing of suspenseful, dramatic narrative content, driven by anticipation, mood management, procrastination, and social goals. These motivations contribute to binge-watching, allowing viewers to engage in a prolonged viewing experience (Rubenking et al., 2018). Technological advancements, such as smart TVs, streaming services, and on-demand content, provide children with a wide array of options, making diverse content more accessible. The statement shows that feeling better about solving math problems while listening to songs on 9XM and being able to solve them more quickly involves considering the interaction between individual psychological processes, social contexts, cultural norms,

and symbolic meanings attributed to music and mathematics within society. Symbolic Interactionism suggests that individuals construct meaning through interaction with symbols, such as music and mathematics, which can evoke positive emotions and associations, creating a conducive environment for problem-solving. Cultural sociology suggests that shared norms or practices regarding the role of music in cognitive tasks may contribute to the association between listening to music on 9XM and improved math performance. The functionalist perspective suggests that seemingly unrelated activities like listening to music and solving math problems fulfill certain functions for individuals or society as a whole, such as relaxation or stress relief. Psychosocial theory emphasizes the interaction between individual psychological processes, social contexts, cultural norms, and symbolic meanings attributed to music and mathematics within society. It is very evident to see in responses and as an observer on the field that students are more excited to talk about the content they watch on television and as the study (Sotirovic, 2005) says that television and other electronic visual media have the strongest effect on children who perceive their content as reality.

4.2.3. RELAXATION

Relaxation is a base theme that is integrated with the viewing of television, Television is a significant tool for relaxation, providing a temporary escape from worries and escapism. Its usage is influenced by various factors, including creating a comfortable environment, routine, and predictability. Many people incorporate television into their bedtime routines to unwind before bed, using calming shows or movies as a prelude. TV offers a wide variety of relaxing content, including nature documentaries, travel shows, and certain music genres, catering to preferences. Sharing laughter, discussions, and enjoyment enhances the overall relaxation factor and contributes to prolonged television usage. Engaging with television content allows individuals to focus on narratives or visuals, providing a form of mindfulness. The immersive quality of television content supports a mindful experience, enhancing its role as a relaxation factor. Television often integrates with personal hobbies, creating a personalized and enjoyable viewing experience, making it a valuable source of relaxation for many.

WHY THIS CONSTRUCT IS IMPORTANT?

Television plays a significant role in relaxation, influencing various aspects of human behavior. It serves as a form of escapism, allowing individuals to temporarily disengage

from daily stressors, reducing psychological distress. Television also contributes to creating a relaxing environment within the home through audiovisual elements like soothing music, soft lighting, and comfortable seating arrangements. Routine and predictability are crucial in the relaxation potential of television, providing structure and familiarity for individuals to anticipate and mentally prepare for a relaxing experience. Bedtime unwinding is another important function of television, as it helps individuals wind down before sleep. The rhythmic pacing and engaging narratives of television programs can help ease the transition from wakefulness to sleep, facilitating relaxation and reducing insomnia symptoms. The availability of a wide variety of relaxing content, such as nature documentaries, cooking shows, and soothing ASMR videos, further enhances the appeal of television as a relaxation medium. Lastly, television often integrates seamlessly with personal hobbies and interests, offering opportunities for individuals to engage in activities that bring joy and relaxation. Taking all this into consideration it is essential to study relaxation as one of the important contexts of this study.

PASSIVE ENTERTAINMENT:

Television offers a passive form of entertainment that can be appealing to children due to its minimal cognitive and physical demands. It can have both positive and negative implications for the development and well-being of children. From a relaxation perspective, television allows children to unwind and decompress after a busy day of activities or learning. Unlike interactive forms like video games or outdoor play, television requires minimal effort from the viewer, allowing them to enjoy the content without feeling mentally or physically taxed. This can be especially beneficial during times of fatigue or stress. The passive nature of television can also provide children with a sense of comfort and security, especially during bedtime routines. However, excessive reliance on passive forms of entertainment can have drawbacks, such as contributing to health issues like obesity and poor physical fitness and interfering with other important activities in the lives of children. Furthermore, the passive nature of television viewing may limit opportunities for active engagement and critical thinking. Unlike reading, which requires active interpretation and comprehension, television presents information more passively, requiring less mental effort from the viewer.

Table: 4.12

Responses of respondents

Cases	Responses
1	<i>TV par gaane chalte rhte hai or hum sab apna kaam krte rhte hai, to chota bhai dekhta rhta hai TV main.</i>
2	<i>News har samay chalti hai to sunte rahe or khabar pata chalti rahe.</i>
3	<i>Mummy choodi ka kaam anty k ghar hi karti hai to wahan tv par serial aa rah hota hai to kaam bhi ho jata hai or serial bhi dekh pate hai.</i>
4	<i>Gaane hume acche lagte hai , akela nahi lagta sunne se.</i>

Data source: Primary data collected by the author. Source: Table created by author

Television is a passive medium that offers a unique form of leisure that requires minimal effort from the viewer, particularly children. This passive nature contrasts with activities that require cognitive or physical effort, providing a tranquil escape in a world marked by constant stimulation and demanding routines. Children find solace in the simplicity of television, as it allows them to disengage from the challenges of their daily lives. Statements highlight the need for television in the relaxation of an individual and the scenario highlights the pervasive influence of media on our daily lives, with television programs and music shaping our routines and interactions. The consistent viewing of television by younger siblings indicates the role of media in familial dynamics and socialization processes, as children often observe and mimic the behaviors of older siblings or family members, contributing to their cultural and social learning. Television programming and music offer opportunities for learning and cultural enrichment, fostering intellectual curiosity and critical thinking skills. However, it is crucial to balance the consumption of entertainment with educational content to ensure holistic development. The continuous presence of music on television while individuals engage in other activities underscores the multitasking nature of modern life, aligning with sociological theories of media convergence and the blurring of boundaries between leisure and work domains in contemporary society. The relaxation derived from television is rooted in the absence of active participation required from the viewer. Unlike interactive games or sports that demand mental focus or physical exertion, television provides a seamless and undemanding experience. Children can recline, absorb themselves in the narrative, and let the visual and auditory elements transport them to different worlds. The passive nature of television aligns

with the idea of downtime, offering children a break from mental and physical activities. As a leisure activity, it becomes a respite, allowing them to recharge without the need for cognitive or physical exertion. This laid-back form of entertainment becomes a go-to option for relaxation, providing a space for children to unwind, decompress, and find enjoyment in the simplicity of just watching and absorbing.

STRESS REDUCTION:

Television can serve as a stress reduction tool for children, providing entertainment, relaxation, emotional release, educational enrichment, and opportunities for familial bonding. Children can find solace in captivating narratives, vibrant animations, and humorous content after a long day at school. Television also offers a form of relaxation and distraction, allowing children to disengage from their concerns and focus on the narratives unfolding before them. Emotional release is another benefit of television, as it evokes a range of emotions in children, from laughter to tears, empathy to excitement. Emotional engagement with characters and storylines can help reduce stress and promote emotional well-being. Educational content on television can stimulate curiosity, broaden horizons, and foster intellectual engagement and fulfillment. Shared family experiences, such as laughing at a comedy show or discussing the plot of a drama, can strengthen familial bonds and provide children with a sense of security and belonging. The warmth and support of family members during television viewing can create a comforting and nurturing environment conducive to relaxation and stress relief.

Table: 4.13

Responses of respondents

Cases	Responses
1	<i>School se aane k baad hamara mood fresh ho jata hai TV dekhkr.</i>
2	<i>Tension kam ho jati hai 1 ghante TV dekhkr, chota bheem dekhkr hass lete hai.</i>
3	<i>Jab hum padte hai to thodi der baad mummy bol deti hai ki , TV dekhlo thoda tumhara mood fresh ho jayega.</i>
4	<i>Bahar jaoge jyada der lagaoge TV dekhkr mood fresh krlo fir pad lena baki ka.</i>

Data source: Primary data collected by the author. Source: Table created by author

From the field observation and statements by children, it is clear that television is a popular tool for children to reduce stress due to its escapism and comfort. It offers a variety of

shows, cartoons, and movies that allow children to escape into imaginary worlds, providing a mental break from real-world stressors. The familiarity of favorite shows or characters creates a sense of security, offering reassurance and a safe environment. Children often watch television narratives that incorporate themes of resilience, friendship, and overcoming challenges, providing emotional catharsis. This storytelling aspect allows children to identify with characters and experience triumphs and setbacks, aiding in stress relief and processing emotions. From the statements made by respondents, it is evident that Television viewing has been shown to have various sociological effects, including mood enhancement and stress reduction. It serves as a form of leisure activity, providing a break from academic demands and social interactions. It also serves as a source of entertainment and relaxation, providing individuals with a temporary respite from the stresses and anxieties of everyday life. Parental influence on television viewing is another significant factor, as parents often play a significant role in shaping leisure activities and coping mechanisms. By encouraging television viewing as a means of mood enhancement, parents indirectly reinforce the perceived benefits of media consumption for stress relief and emotional well-being. This interaction highlights the interplay between familial norms, parental guidance, and individual coping strategies. Television is also seen as a mood regulation strategy, as individuals, including children, rely on television viewing as a deliberate strategy to modulate their mood states and navigate the demands of daily life. This highlights the importance of understanding the sociological dynamics of television viewing and its potential benefits for individuals. Television also creates a relaxing environment for children, creating a space where they can unwind and enjoy content without distractions or external pressures. Shared experiences, especially when watched with friends or family members, foster social connections and a sense of togetherness, contributing positively to a child's emotional well-being. Engaging with television demands attention, creating a mindful distraction from immediate stressors. By focusing on the content on the screen, children can momentarily shift their thoughts away from the challenges they may be facing, offering a mental break and a chance to reset before returning to other aspects of their lives. While excessive screen time can have adverse effects, balanced and mindful television consumption can serve as a healthy outlet for relaxation. Parents and caregivers play a crucial role in guiding children to manage their screen time effectively, ensuring television is used as a tool for stress reduction rather than a constant distraction from other essential activities. The role of television in stress

reduction among children is a holistic process that includes escapism, familiarity, emotional catharsis, creating a relaxing environment, social connection, mindful distraction, and balanced screen time. Recognizing the emphasizing positive impact on stress levels emphasizes the importance of a balanced approach to media consumption.

ENGAGING CONTENT:

Television is a powerful tool for children, presenting a wide range of engaging content such as animated shows, cartoons, and interactive programs. These content creators create a dynamic interaction with young audiences, fostering an immersive experience that encourages prolonged viewing. The variety of content designed specifically for children, such as animated shows, significantly influences their television-watching habits.

Table: 4.14

Responses of respondents

Cases	Responses
1	<i>Madam sir or CID ke liye to hum maar bhi kha lete hai</i>
2	<i>Kapil sharma ka show dekhne k liye hum sab ek samay par hi khana khate hai.</i>
3	<i>Sunny deol ki koi bhi picture aaye to hum ni chodte vo hamara favorite hai, hamara dost bata deta hai ki is din aayegi.</i>
4	<i>Tarak mehta or crime petrol hamare yaha roj chalta hai, crime petrol dekhkr hume smjh aa jata hai ki kya kya ho skta hai, mummy papa kahte hai ye dkeha kro.</i>

Data source: Primary data collected by the author. Source: Table created by author

The statement shows the interest of children in watching television. The children are so attracted to their favorite content that they need it at any cost. The respondent also mentioned that they watch television shows all together in the family. The statement shows that children watch television with other members of the family and sometimes with friends. This gives them time to stay together also. They watch television together, which keeps them together. Television content plays a crucial role in the entertainment of children, with animated shows and cartoons being a cornerstone of this genre. This content, known for its vibrant visuals, imaginative storytelling, and captivating characters, creates an engaging viewing experience that appeals to the imaginative minds of children. Interactive elements in television programs provide children with a sense of participation and agency,

fostering a connection between the content and the child. Television viewing of children often strikes a balance between education and entertainment, offering a compelling mix that not only captures attention but also provides valuable learning experiences. Shows that seamlessly blending educational concepts with engaging narratives contributes positively to the cognitive development of children. The visual appeal of television content is crucial in engaging children, with dynamic storytelling techniques and vibrant presentations creating an immersive experience. Familiar characters and recurring themes are also a strong draw for children, as they find joy in revisiting familiar elements. The integration of television content across various platforms enhances the overall engagement factor, allowing children to access their favorite shows at their convenience. From the above statements, it is evident television plays a significant role in cultural rituals, and personal preferences. Children emotionally invest in television characters, adopting their language and behaviors as part of their own identity. This phenomenon is exemplified by the sociological concept of parasocial relationships, where viewers form one-sided connections with media figures. Television programming also shapes daily routines and family dynamics, as families establish shared rituals and bonding experiences around television consumption. Celebrity culture influences individual preferences and social interactions, as individuals form attachments to specific actors or genres through recommendations from friends. Television also serves as an informative tool, providing insights into real-life scenarios and enhancing the understanding of social issues. Endorsement of such programs reflects their role in guiding media consumption of children and moral development. Taking all these into consideration it is clear that television plays a crucial role in shaping the social interactions and behaviors of children.

ESCAPISM AND PROCRASTINATION:

Television is a significant factor in the procrastination of children due to its numerous channels and on-demand content. The vast array of entertainment options can lead to distractions, causing children to postpone essential tasks like homework or chores. The captivating world of television, filled with exciting shows, immersive video games, and streaming platforms, can derail focus from responsibilities.

Table: 4.15

Responses of respondents

Cases	Responses
1	<i>Bus may each episode Dekhunga Fair Hamburg Shukar Donga Dekh lene do.</i>
2	<i>Mummy Choto Sa hi Break leeyo hai, Rahul ko Uske Baad Padai karaoonga.</i>
3	<i>Abhi mera favorite Natak aa raha Hai ,Khelkoond Baad Main kar Lenge Pahlee Dekhle ise.</i>
4	<i>Aaj CID dekh lete hai, kyonki kal bhi nahi dekh payenge bua ji k ghar ja jano hai.</i>

Data source: Primary data collected by the author. Source: Table created by author

Television offers a form of escapism, allowing children to temporarily escape from the challenges or pressures of daily life. Engaging in entertaining shows or movies can provide a mental break. This is evident in the statements given above, Television serves as an escape from immediate responsibilities, providing temporary relief and pleasure. This aligns with sociological theories of escapism, where individuals use media consumption to avoid real-life challenges and stressors. Parental influence and guidance play a role in shaping leisure activities and study habits by children, dictating when and for how long they can indulge in entertainment.

Prioritizing entertainment over productivity is another aspect of television viewing choices. Individuals delay tasks like exercise or work in favor of watching their favorite television program, prioritizing immediate gratification and pleasure-seeking behavior over long-term goals. This behavior is influenced by societal norms surrounding leisure and the perceived importance of relaxation and enjoyment in daily life. Social factors also influence television viewing choices, with individuals adjusting their viewing preferences based on external factors such as social commitments or peer influence. The desire to watch a particular program before an anticipated event reflects the role of television as a social connector and source of shared experiences within communities. Sleep experts express concern over the impact of electronic media on sleep, challenging previous research that suggested television viewing is not a risk factor for sleep. The study underscores the need to consider specific indicators of sleep quality, highlighting the multidimensionality of sleep quality in research. Procrastinatory TV viewing is linked to subjective sleep quality,

sleep latency, sleep efficiency, and daytime dysfunction. Notably, the connection between procrastinatory TV viewing and sleep quality is entirely mediated by perceived stress. Poor sleep is associated with an elevated risk of health issues, and procrastinatory media use is identified as a factor undermining both sleep quality and daytime functioning. Habitual evening TV viewing contributes to a prioritization of television over other obligations, and diurnal preference is identified as a factor influencing procrastinatory media use. The findings emphasize the nuanced relationship between media consumption, stress, and sleep quality, highlighting the need for a comprehensive understanding of the various dimensions that contribute to the complex interplay between media habits and sleep patterns (Exelmans et al., 2019). The study examines the influence of escapism on binge-watching intentions within the context of Penangites, a demographic influenced by technological advancements and flexible viewership. The majority of respondents in the study expressed the belief that escapism has a positive impact on their inclination to binge-watch, identifying relaxation and escapism as crucial factors. The research delves into the dynamics of media consumption and well-being, uncovering a noteworthy connection between escapism and the intention to binge-watch. This suggests that the desire for escapism plays a significant role in shaping binge-watching behaviors among individuals in the studied demographic, reflecting the interplay between technology, viewer preferences, and the quest for relaxation through prolonged media consumption (Jumrah et al., 2023). It is clear through the analysis of statements given by respondents that television is a powerful tool for escapism, transporting them to fantastical realms and temporarily detaching them from reality. However, prolonged exposure can lead to dependency on fictional worlds, hindering the development of life skills and coping mechanisms. The addictive nature of television and passive content consumption contributes to a sedentary lifestyle, leading to health issues and social disconnect. Which promotes them towards social isolation. And also, this leads to prolonged viewing sessions, delayed tasks, compromised productivity, and potential academic setbacks.

PREDICTABLE STRUCTURE:

Many television programs follow a predictable structure, which can be comforting for children. The familiarity of the format and recurring characters can create a sense of relaxation and security.

Table: 4.16

Responses of respondents

Cases	Responses
1	<i>Gopi bilkul hamare jaisi dikhti hai to hume ab uski tarah rhna or natakdekhna acha lagta hai.</i>
2	<i>Madam ji daya k jaise baana hai , hamari lambayi achhi hai to hum uske jaise hi algte hai.</i>
3	<i>Hume modelling dekhna pasand hai thodi aati bhi hai , bade hokr model ban jayenge.</i>
4	<i>Kahan ghar gahr ki bilkul hamare ghar jaisi kahani lagti hai to hum sab amma ji k sath baithkr roj dekhte hai.</i>

Data source: Primary data collected by the author. Source: Table created by author

The predictable structure of television programming significantly influences its usage, influencing viewership patterns and contributing to its popularity. This predictability is achieved through consistent storyline progression, character development, and resolution, creating a sense of routine for viewers, and leading to habitual and extended usage. Predictable structures also facilitate audience engagement and retention through serialized storytelling, cliffhangers, recurring themes, and character arcs, which encourage viewers to return for subsequent episodes. The above statements emphasize and discuss the concept of social comparison, where individuals compare themselves to fictional characters, seeking validation through media representations. The statement “*Madam Ji Daya k jaise bana hai, hamari lambai achhi hai, to hum uske jaise hi alagte hai*” illustrates how media images can influence perceptions of idealized attributes and behaviors, relating to socialization processes. The statement “*Hume modeling dekhna pasand hai, thodi aati bhi hai, bade hokar model ban jayenge*” exemplifies how media representations can influence career aspirations and self-perception. The statement “*Kahan Ghar Ghar Ki bilkul hamare ghar jaisi kahani lagti hai, to hum sab Amma Ji ke sath baithkar roj dekhte hai*” demonstrates how media content can foster a sense of communal identity and social cohesion within families and communities. By watching and discussing shared media experiences, the bond of children over common cultural references and narratives, reinforcing social ties and collective identity. This sociological perspective highlights the role of media in shaping social interactions and cultural practices within society and this

engagement factor can lead to prolonged and extensive usage of television as viewers become invested in the narrative. Predictable structures also aid in audience targeting, as television networks design shows with a specific target demographic in mind, tailoring content to suit their preferences and expectations. This targeted approach increases the likelihood of attracting and retaining viewers within the intended demographic, contributing to the overall extent of television usage. Moreover, the predictable structure of television programming can serve as a form of escapism, as viewers may turn to familiar and predictable shows as a way to unwind and relax after a long day. The assurance of a known structure provides a sense of comfort and can become a go-to source of entertainment, contributing to the extent of television usage for relaxation and leisure.

SOLIDARITY WITHIN FAMILY:

Watching television together as a family can be a relaxing and bonding activity. It provides an opportunity for shared experiences, and the communal aspect can enhance the overall sense of relaxation. Television programming plays a substantial role in shaping family connections, as content suitable for various age groups and conducive to family-friendly atmospheres can promote shared experiences. In contrast, content that is unsuitable or divisive has the potential to lead to conflicts or create discomfort among family members.

Table: 4.17

Responses of respondents

Cases	Responses
1	<i>Jab bhi koi film aati hai to hum sath main baithkr hi dekhte hai fir dost ko bhi bula lete hai.</i> <i>Hamre papa ki jab chutti hoti hai to hum raat wali film dekhte hai.</i>
2	<i>Hamara bhi or hum to boxing dekhte hai fir baad main papa k sath news dekhna rhta hai, qki vo khabrein dekhne ko kahte hai.</i>
3	<i>Hamare yahan raat ko khane k time par sab sath hote hai to kapil Sharma show ya fir hum gaane wala show Indian idol sab sath mai dekhte hai.</i>
4	<i>Serial sab sath baithkr hi dekhte hai, news aane par papa sab bachho ko avaj laga dete hai.</i>

Data source: Primary data collected by the author. Source: Table created by author

Watching a favorite show or movie together fosters a shared space for family members to relax, laugh, and enjoy each other's company. This activity strengthens familial ties by fostering conversation and understanding, as members may relate the content to their own experiences. Above statements, the statement "*Jab bhi koi film aati hai to hum sath mein baithkar hi dekhte hai fir dost ko bhi bula lete hai*" highlights the importance of shared media experiences in fostering social connections and bonding among friends and family members. The practice of watching late-night movies when the father is on vacation illustrates how family leisure activities are structured around parental availability and schedules. This highlights the influence of parental authority and generational differences in media preferences within the family. The tradition of watching entertainment shows together during dinner time underscores the role of media consumption in facilitating family bonding and social interaction. By gathering around the television, family members engage in shared leisure activities, fostering communication and solidarity within the family unit. Family TV viewing is a shared ritual that fosters bonding and communication within the family. Sharing viewing rituals, such as favorite series, movie nights, or special events, creates opportunities for family members to come together regularly. This bonding activity strengthens the family bond over time, as the shared experience of watching TV becomes a bonding activity. Shared television preferences can lead to the development of common interests among family members, creating a shared cultural context. Television events, such as annual specials, holiday programs, or seasonal shows, often become traditions within families, contributing to the creation of lasting memories. Associating certain shows or events with specific times of the year reinforces a sense of continuity and shared history, strengthening the family bond over time. The statement shows that the members of the family manage their timing of watching their favorite programs. It shows the power of television over an individual. They watch the television together and understand the likings of others. This gives them quality time with each other and a sense of unity. For some families TV viewing is a form of quality time spent together, creating a relaxed and comfortable environment for family members to unwind. This shared downtime contributes to a sense of closeness and reinforces the importance of spending leisure time as a family. The statement again shows the unity and togetherness brought by television among the family members who watch it together. The respondent reported that they watch their favorite show altogether. After reviewing it is clear that solidarity with family is also because of prolonged viewing of television.

SECTION 2

4.3. THE IMPACT OF TELEVISION ON EVERYDAY ACTIVITIES OF CHILDREN

Based on the literature review it is evident that television significantly impacts the lives of children, including academic performance, social interactions, and overall well-being. Excessive screen time, including watching television, is associated with suboptimal academic outcomes, as it often competes with time dedicated to homework, reading, and other educational pursuits. The content of television programs may not always be conducive to intellectual stimulation, potentially impeding cognitive development. Research indicates (described in chapter 2 literature review) that children who spend extended periods watching television are more prone to difficulties with concentration, lower grades, and diminished reading abilities. The continuous visual and auditory stimuli from television can disrupt the ability of the child to focus on tasks requiring sustained attention, leading to challenges in the academic setting. Excessive screen time may replace in-person interactions with peers and family, impeding the development of essential social skills. Exposure to violent or inappropriate content can contribute to aggressive behavior, desensitization to violence, and unhealthy social dynamics. Conversely, educational programs can yield positive effects by promoting prosocial behavior, tolerance, and diverse perspectives. Concerns about physical health arise due to the sedentary nature of prolonged television watching, contributing to issues like obesity and related conditions. Advertising on television, particularly for unhealthy food and beverages, can influence dietary choices. Mitigating the impact of television on children requires parental guidance and media literacy education.

Television has a profound sociological impact also on the everyday activities of children, shaping societal structures and interpersonal relationships. It shapes shared narratives and cultural norms, contributing to the construction of their social identity. Television content often mirrors societal values, attitudes, and stereotypes, influencing how children perceive themselves and others. It presents models of behavior, establishes norms, and provides a framework for understanding societal roles. It also influences social expectations, family dynamics, communication patterns, and shared leisure activities. The sociological impact extends to the broader community, as television serves as a common cultural denominator

connecting individuals through shared experiences and references. Cultural phenomena transmitted through television become touchpoints for collective understanding, shaping the fabric of society itself.

DEVIANCE BEHAVIOR IMITATION

Deviant behavior imitation in children is a phenomenon where children replicate actions or attitudes portrayed in television content that deviate from societal norms or accepted conduct. Television can be a potent socialization agent, shaping perceptions of children, and what is considered normal or acceptable in society. According to the previous research children, especially during their formative years, are highly susceptible to the influence of media as they are still developing their understanding of acceptable behavior. Several factors contribute to deviance behavior imitation, including children viewing certain behaviors on television as exciting or glamorous, associating them with positive outcomes or social status, and the absence of real-world consequences in fictional TV scenarios. Not all children who watch deviant behaviors on TV will imitate them. Factors such as parental guidance, the individual temperament, and Parents and caregivers can mitigate deviance behavior imitation by actively engaging with children, discussing the content they consume, and helping them differentiate between fiction and reality.

Table: 4.18

Responses of respondents

Cases	Responses
1	<i>Madam ji jaise hath ki safai dikhate hai tv m hum vaise dukan wale ko pagal bana lete hai.</i>
2	<i>Hum bhi Daya ki tarah khataranak ya risky karyakramon mein hissa le lete hain, jaise ki deewaron par chadhna, aag se khelna.</i>
3	<i>Jab bhi game khelte hai ya film dekhte hai, to dosto k sath kabhi ek dum se gussa aata hai.</i>
4	<i>Agar humne dekh liya ki kaise kisi cheez ko todna ya kisi ko peetns hai to vo aajma lete hai dosto pr.</i>

Data source: Primary data collected by the author. **Source:** Table created by author

Taking consideration to above statements it is evident that television programs often depict idealized versions of reality, leading individuals to internalize these standards and expect others to follow them. This can lead to frustration and dissatisfaction when real-world experiences do not align with these idealized images. Socialization into risky behaviors is another aspect of media influence, as seen in the character “Daya” who engages in daring activities like breaking the door. This highlights how media representations can contribute to the socialization process, shaping attitudes and behaviors, particularly regarding risk-taking. This is supported by some prominent studies (Abdullah, 2016; Abdullah, 2017; Khan & Shabir, 2020), according to them television crime shows, which are popular among all age groups, including children, may have negative behavioral outcomes, especially in terms of aggression and the adoption of negative behavioral leanings. Emotional contagion in social settings is another phenomenon, where intense emotions can spread rapidly within social groups. This highlights the influence of social dynamics on emotional experiences and expressions. Observational learning and social influence are also significant factors in shaping the behaviors and attitudes of an individual. When individuals witness others breaking objects or resorting to violence, they may internalize these behaviors as acceptable or effective ways of dealing with conflict or frustration. Overall, media representations play a crucial role in shaping the attitudes and behaviors of an individual, particularly in terms of aggression and conflict resolution. These statements represent sociological concepts like media influence, socialization, emotional contagion, and observational learning, that is supported by studies, which are particularly concerning given the association between television viewing and aggressive behavior, racial and sex-role stereotypes, decreased interest in reading and school activities, and poorer health habits and attitudes (Zuckerman & Zuckerman, 1985). However, the influence of television on deviant behavior in middle school students is complex, with negative media being just one of several factors contributing to anti-social and disruptive behaviors (Pearson, 2006). The social nature of the model on television can also affect the imitative behavior of children, with live and interactive models being more influential than televised ones (Nielsen et al., 2008). It is clear from the data given by respondents that television has an impact on the deviant behavior imitation of children. Similarly, Oyewole (2020) revealed educational drama programs on television can have a positive impact on the reception and retention of information, leading to a reduction in the deviant behaviors of children. Children can learn aggressive patterns of behavior through imitation, with television serving as an important

source of social behavior (Bandura et al.,1963). Previous scientific literature suggests that media, including television, can play a powerful role in shaping the behavior of children, and the portrayal of violence in media, such as crime shows, can have serious concerns. Children are more engaged with media this is the reason that they have no time for peer groups or do not balance the distribution of time. The next section will delve into the concept of social isolation that emerges with prolonged viewership.

BALANCE THEIR SOCIAL ISOLATION

Television plays a crucial role in addressing and mitigating social isolation among children. In the present digital age, television provides entertainment and virtual companionship, offering emotionally engaging characters and narratives that can help combat loneliness. Apart from that educational content on television contributes to intellectual development, stimulating cognitive abilities, fostering curiosity in children, and providing a sense of accomplishment. Television exposes children to diverse cultures, social scenarios, and interpersonal relationships, promoting social learning and fostering a sense of connection to broader society. Media-based social platforms, such as interactive elements, encourage children to participate in discussions, games, or virtual communities related to the content, creating a sense of belonging and shared interest. A new type of socialization, virtual socialization opportunities are also provided through live events, interactive shows, or online platforms associated with specific programs.

Table: 4.19

Responses of respondents

Cases	Responses
1	<i>Mam apna mood thik karne k liye hume tv chala lete hai, to hume akela nahi lagta.</i>
2	<i>Chota bheem or uske dost ko dekhkr ,achha lagta hai or fir hamare ghar m koi hota nahi hai to unko dekhkr man accha sa ho jata hai, usko soch sochkr Khushi hoti hai. Chutki hamari favourite hai.</i>
3	<i>Chutki ki mummy uske liye kahan banati hai or sab dosto k liye laddo bhi, usko dekhne se hume maje aate hai bhut.</i>
4	<i>Madam sir wala natak hume himmat deta hai to bas usko akele dekhna psadn karte hai.</i>

Data source: Primary data collected by the author. Source: Table created by author

From the above statements it is evident television has power over children and plays a crucial role in the emotional regulation and social connection of children. It serves as a form of entertainment and distraction from negative emotions, providing a temporary escape from real-world challenges. Television characters provide companionship and emotional comfort, forming parasocial relationships where individuals form emotional connections with media characters as if they were real people. The symbolic representation of familial and social bonds in television narratives highlights the importance of social relationships and communal activities in shaping the sense of belonging and well-being of children. The influence of media role models and narratives in shaping attitudes, beliefs, and behaviors is evident in the statement about finding courage from watching “*Madam sir wala nataak*”. These findings suggest that television plays a significant role in fulfilling emotional and social needs, providing entertainment and a sense of belonging. However, it is essential to recognize the potential limitations of relying solely on media for emotional regulation and social connection, as genuine human relationships and support networks remain essential for overall well-being and resilience.

The above responses highlight how children use television to regulate their emotions and address feelings of social isolation and seeking companionship. While television provides temporary relief to them. They need to have genuine social interaction and support from peers. Because of so many barriers such as shortage of time, they cannot go for face-to-face communication with peer groups. A prominent study (DÜŞÜNCE, 2015) found that excessive media consumption, including television, can decrease the motivation of children to engage in real-life social activities, resulting in social isolation, this paper suggests that children who are heavy viewers of television at the age of thirteen to fourteen are likely to be socially isolated. Children who are heavy viewers at ages 13-14 are socially isolated. Television watching is often an individual experience for children. This is further exacerbated by the use of new communication technologies, such as the internet and mobile devices, which have been linked to social isolation in children (Taheri, 2013). However, there is potential for television to improve social behavior, as demonstrated by the positive effects of prosocial programming on institutionalized children (Sprafkin & Rubinstein, 1983) and the positive impact of prosocial content on children’s social interactions (Mares & Woodard, 2005).

GENDER SOCIALIZATION

Television significantly influences gender socialization, shaping perception and internalization of societal expectations related to gender roles and identity of children. From a young age, children are exposed to various gender stereotypes, norms, and representations through television content, shaping their understanding of what is deemed appropriate or acceptable behavior based on their gender. Research consistently shows that television, particularly violent and uncultured content, can have a negative impact on the socialization of children, leading to increased aggression, reduced parent-child interaction, and decreased attention to educational performance (Murtaza, 2022).

Television often portrays stereotypical roles for boys and girls, reinforcing traditional expectations. Boys may be depicted as active, adventurous, and assertive, while girls are often depicted as nurturing, caring, and focused on appearance. These portrayals contribute to the establishment of gender norms and can influence how children perceive their own roles in society. Occupational stereotypes are also prevalent, with male characters often depicted as scientists, doctors, or engineers, while female characters are depicted in roles associated with caregiving, teaching, or administrative positions. Television also emphasizes appearance and beauty standards, particularly for girls and women, promoting narrow beauty ideals. Behavioral expectations are also shaped by television shows, with boys encouraged to be assertive and competitive, while girls are portrayed as nurturing and cooperative. Relationship dynamics are also influenced by television, with some programs reinforcing traditional family structures and dynamics. Advertising also plays a role in gender socialization, reinforcing stereotypes related to toys, clothing, and household products. Encouraging critical media literacy, discussing gender stereotypes, and exposing children to diverse and inclusive content can help mitigate the potential negative impact of television on gender socialization and contribute to a more equitable understanding of gender roles in society.

Table: 4.20

Responses of respondents

Cases	Responses
1	<i>Madam /sir m jo haseena malik hai hume unke jaisa banna hai tabhi hum pant shirt pahante hai.</i>
2	<i>Police main ladkiyan bhi ho sakti hai or ladko ko maar bhi sakti hai, unme itni takat hoti hai.</i>
3	<i>Saree ko kitne tareeke se style main pahan sakte hai abhi hum 10 saal k hain par hum apni mummy ko stylish bana dete hai bilkul akshara ki tarah.</i>
4	<i>Lakiyon ka doctor hona ya police main jana thik nahi hai, unko teacher wali Naukri karni chahiye.</i>
5	<i>Ladkiyon ko thoda sunder dikhna jaaroori hai madam shadi main dikakt nahi aati hai, sunder or patli ladkiyon ko pasand kar lete hai jaldi.</i>

Data source: Primary data collected by the author. Source: Table created by author

It is evident from the above statements made by respondents that Television significantly influences understanding of gender roles and norms by portraying gendered behaviors, and social interactions, reinforcing societal messages about gender to young viewers through socialization. As per the statement, children are expressing their preferences for toys and activities traditionally associated with their gender after watching television programs that depict gender-stereotypical behavior and also their imitation reinforces gender norms and expectations. Boys are admired male characters, and some have shown disrespect towards females, while girls idolize female characters who exhibit beauty, kindness, and domestic skills. Research on gender socialization through television also supports their major findings that have consistently found that television perpetuates traditional gender roles and stereotypes. Nathanson (1997) and Signorielli (2012) both found that television viewing is influenced by and reinforces gender-specific communication styles and role expectations. Witt (2000) further emphasized the significant impact of television on children's socialization, including the internalization of gender stereotypes. Lauzen (2008) highlighted the continued portrayal of women in interpersonal roles and men in work-related roles on prime-time television, further reinforcing traditional gender norms. From the statements and observation with the supporting studies and theory it is clear that television has an influence on gender socialization among children and according to

(Palmer & Sullivan, 2008) also plays a role in shaping attitudes of children about cultural/ethnic differences and perceptions.

PHYSICAL HEALTH

Gupta et al., (1994) television has a significant impact on the physical health of children, affecting their sedentary behaviour, sleep patterns, and dietary habits. Excessive television viewing can lead to a sedentary lifestyle, reducing physical activity, which can contribute to health issues like obesity (Toyran et al., 2002), poor cardiovascular health, and muscular development. As we know, regular physical activity is crucial for the holistic development of children, promoting healthy growth and preventing various health problems but (Armstrong et al., 1998) found a weak and inconsistent relationship between TV viewing and physical fitness. Apart from all sleep patterns are also disrupted by prolonged exposure to television, especially close to bedtime. Major studies have shown that poor sleep quality and insufficient sleep duration have been associated with various health issues in children, including impaired cognitive function and emotional well-being. Children and adolescents spend a considerable amount of time watching television, which exposes them to a large number of food and beverage advertisements each day (Sam, 2006). TV advertising influences food preferences, purchase requests, and diets of children, leading to increased consumption of high-fat and sugar-containing foods (Faulkner et al., 2018). This can result in poor food choices, increased consumption of snacks, and decreased consumption of fruits, vegetables, and milk, affecting the health and nutritional status of children (Devina et al., 2014). Television often features advertisements for unhealthy food and beverages, influencing the dietary choices of children (Taras et al., 1989). Eye strain and vision issues can also be caused by extended screen time, and the American Academy of Pediatrics recommends regular breaks from screens to reduce these issues. Behavioral changes can result from the content of television programs, particularly violent or overly stimulating material, which can influence the behavior of children.

Table: 4.21

Responses of respondents

Cases	Responses
1	<i>TV dekhne k baad meri aankhon main dard ho jata hai, bhai ko mere chasmah lag gaya hai.</i>
2	<i>Chips ya Kurkure khate hai hum TV dekhkt dekhte.</i>
3	<i>School ka kaam jaldi karke hum TV dekh lete hai par bahar khelne ka time nahi lag pata, fir dost naraj ho jata hai qki uske gharwale TV nahi dekhne dete.</i>
4	<i>Bahan ko meri mirgi ka dora padt ahai usko TV dekhte dekhte aisa hua tha.</i>
5	<i>Wajan bad gaya hai mummy bolti hai ki or baithkr ghanto TV dekho yahi hoga.</i>

Data source: Primary data collected by the author. Source: Table created by author

The above statements support the studies related to excessive television viewing among young children, which has been linked to negative impacts on early child brain development and lifelong physical health (Vikneswaran et al., 2017). The above statements made by respondents underscore the complex interplay between television viewing and an individual physical health outcome, family dynamics, and perceptions of screen time-related behaviors. The statement highlights the potential negative impacts of screen time on physical health, such as eye pain, unhealthy eating habits, and prioritization of screen time over outdoor activities. Excessive screen time can lead to headaches, vision-related issues, and shared health risks within a family. Consuming chips or snacks while watching TV can also contribute to unhealthy eating patterns and weight gain. Prioritizing screen time over outdoor activities may result in missed opportunities for physical exercise, socialization, and interpersonal skill development, leading to potential conflicts with friends and family. Family dynamics and relationships may also be affected by screen time restrictions, leading to tensions and arguments within the household. Health-related stigma and misconceptions surrounding screen time can lead to misunderstandings and concerns about the potential risks.

FOOD HABITS

Television holds considerable dominance over the food choices and dietary choices of children, largely through advertisements and food representation in programs. Advertising influences the preference for unhealthy options of children leading to a preference for high-

sugar, salt, and unhealthy fats. Television programs and content have been found to influence the behavior and moral development of children. Barker’s research indicates that exposure to high-fat, sugar, or salt food imagery in television channels and VOD services is linked to unhealthy consumption and obesity among young people, with cultural influences also playing a significant role. Exposure to diverse food cultures through television may develop an appreciation for a variety of healthy foods, but the globalized nature of media may also contribute to the spread of less healthy food choices across cultures.

Table: 4.22

Responses of respondents

Cases	Responses
1	<i>Pahle to kabhi hamre yahan pasta nahi banta tha, ab hmari didi har roj sab ana deti hai atrah tarah ka.</i>
2	<i>Kahana khane k sath hum TV dekhate hai to pata nahi lagta jyada khana kha lete hai.</i>
3	<i>Mummy bolti hai ki TV dekhte dekhte khaoge to pet se jyada kha liyo to vajan bad jave par hamara man ni karta bina TV khana khane ka.</i>
4	<i>Chocolates hume bhut pasand aati hai ab, par hamare yahan milti nahi hai bas papa Sahar jate hai to le aate hai , badi wali chocolate.</i>

Data source: Primary data collected by the author. Source: Table created by author

Aktaş et al. (2006) found that television advertisements influence children’s food habits, leading to a desire for sweetened products. Dixon et al. (2007) found that heavier TV use is associated with more positive attitudes towards junk food and higher consumption. Boyland & Halford (2013) found that TV advertising for high-fat, salt, and sugar foods can increase intake and preference for these foods, especially in overweight and obese children. These studies highlight the significant role of television in shaping children’s food habits. Moreover, various research studies corroborate the detrimental effects of television advertising on leading to increased consumption of unhealthy snacks and ultra-processed foods (Manuere, 2020; Fraga et al., 2020). Additionally, (Silva et al., 2020) found a link between excessive TV viewing and a higher risk of dental caries due to consumption of cariogenic foods. These statements illustrate how television influences food habits and

choices within families. When we delve into this, this study reveals the influence of media, particularly cooking shows, and advertisements, on introducing new food items into households, demonstrating how television can shape culinary preferences and practices within families. It also highlights the phenomenon of mindless eating or distracted eating, as individuals may become less mindful of their food intake and more focused on the content being consumed on television screens. The statement also highlights the role of parental guidance and health-related discourse in shaping the eating behaviors of children, reflecting broader societal concerns about the impact of sedentary lifestyles and excessive screen time on obesity rates. The mention of a preference for chocolates, particularly those brought back by the father from the city, underscores the influence of media representations and commercial advertisements on food preferences and consumption patterns, contributing to the globalization of food culture and the spread of consumerist lifestyles even in rural or remote areas.

SECTION-3

4.4. THE PROGRAM AND CONTENT RESPONSIBLE FOR DEVIANCE, VIOLENCE, AND GENDER SOCIALIZATION AMONG CHILDREN

Media programming and content significantly influence the attitudes, behaviors, and perceptions of young audiences. Deviance can be influenced by the portrayal of anti-social behavior, rebellion, and rule-breaking in media, which can normalize these behaviors and make them seem acceptable or desirable. Children may identify with characters who engage in deviant acts without facing consequences and internalize their actions as acceptable forms of expression or problem-solving. Exposure to violent media content can desensitize children to its consequences and normalize aggressive behavior, leading to a blurring of moral boundaries and decreased empathy towards others. Gender socialization is another area where media programming and content can exert a significant influence on children. Television shows, movies, and advertisements often depict traditional gender norms, with girls portrayed as nurturing caregivers and boys as adventurous risk-takers.

DEVIANCE

Deviance is a complex and polygonal concept that encompasses various actions and attitudes that deviate from societal expectations. How social norms are constructed, and maintained, and how deviance shapes social interactions, institutions, and structures. Deviance is inherently relative and context-dependent, as what is considered deviant in one society may be considered normal or celebrated in another. Albert Bandura, a psychologist, and Bandura & Walters, 1977 a team of researchers, developed the social learning theory, which suggests that children learn from others by imitating their actions. The theory posits that deviant behavior is learned through socialization processes, including interactions with family members, peers, media, and other social influences. Nair & Thomas' 2012 study suggests that exposure to role models and positive outcomes associated with deviant behavior increases the likelihood of engaging in such behavior. They also suggest that repeated exposure to television violence can lead to desensitization and aggressive behavior in children, indicating that the content of television programs can significantly influence deviant behavior development.

Table: 4.23

Responses of respondents

Cases	Responses
1	<i>Madam ji ladayi wali natak ya film dekhne main jyada maja ata hai, kuch seekh lete hai daav pech.</i>
2	<i>Ladayi wali film dekhte hai to aajmane ka man karta hai, josh aa jata hai. apne sodt ke sath hum aajmate hai tareeke.</i>
3	<i>Saas se ladayi hogi to hum usko sabal sikha skate hai, julm nahi karegi fir hum par.</i>
4	<i>Madam ji gaali se kuch nahi hota hath chalana, chaalbaaz bhi aana chahiye. Kya kuch chal rha hai iski samajh aa jati hai TV main dekhkr.</i>

Data source: Primary data collected by the author. Source: Table created by author

Research consistently shows the significant behavior of television, (Jahangeer et al., 2022) found a high prevalence of violence and vulgarity in television programs, which was a concern for both parents and children, and this is supported by (Pearson,2006), who suggests that exposure to aggressive and sexually explicit media can contribute to anti-

social and disruptive behaviors in children. Further (Signorielli,1987) study highlights the negative portrayal of children on television, which can contribute to their devaluation and potentially influence their behavior. Television content often promotes violence and illegal actions, potentially causing increased aggression, reduced self-control, and a higher likelihood of morally deviant behavior in children (Kaburia, 2016). Studies have also focused on the presence of violence in television content during special protection hours, revealing that networks continue to use violence to increase their audience share, despite stricter self-selection of content (Pérez et al., 2010; Pérez et al.,1988). The above statements make clear one of the main reasons behind the evolution of deviance behavior among children is television. When we elaborate on them and understand them from a sociological viewpoint The statement highlights the impact of media content perceptions of conflict and how it shapes their interactions. Also revealed that media can evoke emotional responses, leading individuals to mimic behaviors observed in media contexts. This desire may stem from factors such as identification with characters, perceived efficacy of behaviors, and social reinforcement from peers. As individuals experiment with different conflict resolution approaches, they may draw upon strategies learned from media narratives, shaping their interpersonal interactions and problem-solving skills. It presents that media content can shape perceptions of social roles and power dynamics, influencing how individuals navigate familial or hierarchical relationships. The suggestion of assertiveness in conflict may reflect a shift in societal norms regarding gender roles and familial authority. Media representations of empowered individuals standing up to oppression may inspire individuals to challenge inequitable power structures, albeit in ways that may not always align with socially sanctioned conflict resolution methods.

VIOLENCE

The correlation between television programs and violent behavior among children is a complex issue, with various contributing factors. Research suggests that exposure to media violence can lead to aggressive behavior in some children. Factors contributing to this correlation include graphic violence, role models, desensitization, imitation, and fear and anxiety. Graphic violence, including scenes of physical aggression, can desensitize children to violent behavior, making it seem more acceptable or normal. Role models, on the other hand, can send the message that violence is an effective or acceptable way to solve problems. Desensitization can lead to repeated acts of violence on television, making it

more likely for children to engage in similar actions themselves. Imitation, particularly from intense or frightening content, can lead to increased aggression or violent behavior if children do not have strong parental or societal influences to counteract these messages.

Table: 4.24

Responses of respondents

Cases	Responses
1	<i>Pairo m marne se insaan marega nahi bas chot aayegi.</i>
2	<i>Bhai ki saans rokne ki tarkeeb hai ma vo hume nahi btata, par usne hum par galal dabne wali aajmayi hai tarkeeb.</i>
3	<i>Tricks jo seekhte hai vo ladayi ki hum lunch time main dosto ke ooper aajma lete hai.</i>
4	<i>Sabun se apni choti bahan ko nakli ka jalakr dekha tha, crime petrol main dekha tha vaise hi, par mummy se maar padi thi ki isko jala dega to isse shad ikon karega fir.</i>

Data source: Primary data collected by the author. Source: Table created by author

Research has consistently shown that television programs and content can contribute to violence among children. Wilson et al., (2002) found that television programs for children contain a significant amount of violence, which can lead to desensitization and the learning of aggressive behavior. Further (Shanahan et al., 2003) highlighted the role of violent commercials in television programs for children, which can lead to cognitive deficits and poor processing of subsequent advertisements. (Molen,2004) expanded this discussion to include the potentially harmful effects of violence in news programs, such as fear, aggression, and desensitization. Some more prominent studies also found it to have negative effects on children. Research by Zafar & Chaudhary (2018) indicates that exposure to violent content on television increases aggressive behavior and acceptance of violence as a conflict resolution method. Studies have also revealed that children perceive and like violent content on television, often identifying with aggressive heroes (Scharrer, 2022). The amount and nature of violence in primetime television programming targeting children have been investigated, highlighting the presence of violence in these programs (Martins et al., 2020). The above statements reflect the normalization of violence within certain social contexts. This can lead to a culture of violence where interpersonal conflicts

are more likely to escalate into physical altercations and highlights the social learning of violence within peer groups. Peers play a significant role in shaping the behaviors and attitudes of an individual, particularly during adolescence when peer influence is heightened. The experimentation with fighting techniques on friends during lunchtime highlights the socialization of aggression within informal social contexts, this is supported by a prominent study (Pieper,2022) revealed that the study highlights the impact of media portrayals on children and adolescents, highlighting the potential for violence and aggression in various forms, and the importance of parental intervention in mitigating these effects. When looking from a sociological perspective it reflects that media serves as a powerful socializing agent, shaping perceptions of violence in children and providing scripts for aggressive behavior. Exposure to violent content, such as the portrayal of criminal acts on television shows like Crime Patrol, is desensitizing children to the consequences of violence and normalizing its use as a means of conflict resolution. It is evident from the findings that after watching violent scenes they are becoming anti-social in society break social norms and attempt violence against others.

GENDER SOCIALIZATION

It is evident from the literature (Witt, 2000; van Oosten, 2022; Zaheen & Khan, 2019; Eyal et al., 2021) that television programs significantly influence gender socialization among children shaping their perceptions of gender roles, stereotypes, and expectations. From early childhood to adolescence, children are exposed to various shows that portray gender in stereotypical ways, reinforcing traditional gender norms. Television content often presents stereotypical images of masculinity and femininity, shaping children's beliefs about what it means to be a boy or a girl. However, the lack of diversity in gender representation on television can further perpetuate harmful stereotypes and reinforce binary notions of gender. Non-binary, genderqueer, and transgender individuals are often marginalized or absent from mainstream media, leaving children with limited exposure to alternative expressions of gender identity. This absence of representation can contribute to feelings of alienation and confusion among children who do not conform to traditional gender norms.

Table: 4.2 5

Responses of respondents

Cases	Responses
1	<i>TV m jo kapde dikhate hai use samjh aa ajta hai ki ladkiyon ko kya pahanna hai or ladko ko kya.</i>
2	<i>Madam bhari walal saman ladke utha lete hai kyunki unme jyada takat hoti hai or ladkiyon ko Dheere Dheere chalna rhata hai, to achha dikhta hai.</i>
3	<i>Ladkiyon ko taiayr hokar rahna chaiye sunder deikhti hai fir.</i>
4	<i>Ghar ka kaam or sabko dekhna to ladkiyon ko hi karna hai, nahi par kyun ladke bhi to kar sakte hai aagr hum doctor ban jayenge to.</i>

Data source: Primary data collected by the author. Source: Table created by author

(Aubrey & Harrison, 2004) adds that favorite television programs of children often contain gender-role stereotypical messages, which can influence their gender-related perceptions. It can be seen in the above statements that revealed that beauty standards are often gendered, with girls and women expected to conform to societal ideals of femininity. Television reinforces these standards by depicting well-groomed and visually appealing individuals as desirable and socially valued, reinforcing the idea that the worth of a women is tied to her appearance. (Strom Larson, 2001) also notes the portrayal of gender stereotypes in television commercials of children, with girls often depicted in domestic settings and non-creative play. Research has shown that gender-related content in different types of media, including television and movies, social and online media, and videogames, can influence the development of gender beliefs in children and adolescents (Ahmed & Wahab,2014). Specifically, heavy viewers of cartoon programs tend to have more stereotypical views regarding gender-specific roles and characteristics, assigning household chores, nurturing children, and traits like beauty and submissiveness more to female members of the family (Malacane & Martins, 2017). It is evident from the above statements reflect the stereotypes and expectations of gender roles and attire, with girls wearing feminine attire and boys in more masculine clothing. These portrayals reinforce traditional gender stereotypes and expectations, shaping the understanding of appropriate dress of children based on their gender identity. These statements reinforce gender roles and expectations through physical attributes and behaviors portrayed on television. By depicting boys as physically strong and capable of handling heavy objects, and girls as

delicate and graceful, television perpetuates traditional gender stereotypes that associate strength and power with masculinity and gentleness and fragility with femininity. This finding is supported by a study (Barner, 1999) which underscores this by revealing the prevalence of sex-role stereotyping in FCC-mandated educational programming of children, with males being more represented and exhibiting more stereotypical behavior. Statements also highlight the emphasis on physical appearance and grooming as a social expectation for girls, perpetuated through media portrayals. A part of this is a major statement given by a respondent challenging traditional gender roles and expectations regarding household responsibilities, reflecting a growing awareness of gender equality and opportunities beyond traditional gendered divisions of labor. Additionally, studies have revealed that animated cartoons, such as those broadcasted on popular channels for children like Cartoon Network, often portray male and female characters in a biased and stereotypical manner, contributing to the shaping of ideas about gender roles and characteristics in society. These findings collectively suggest that television programs and content can significantly contribute to the gender socialization of children.

SECTION-4

4.5. TO UNDERSTAND PARENTS' RESPONSE TO THE IMPACT OF TELEVISION ON CHILDREN'S EVERYDAY LIFE

This section explores parents' responses to television's impact on their children's everyday life, aligning with the study's fourth objective, focusing on children's own experiences. Rather than relying solely on parental perspectives, we seek the perception of parents regarding their television consumption. Parents were not directly interviewed for this segment, as our focus is on gaining insights directly from the children by taking this approach, we aim to capture a more known understanding of how television influences the daily life, Habits, and interactions of children. The interview method for this 4th objective gathered data on various aspects of the engagement of children with television including their being preferences frequency and duration of their viewing sessions and how television shifts their leisure activities and social interactions furthermore by analyzing the responses of children the uncovered patterns and trends in their behavior and perceptions shedding light on the role of television in their lives.

WHY THIS CONSTRUCT IS IMPORTANT?

Media consumption and media consumption of children are closely linked, with parents playing a crucial role in mitigating the negative effects of excessive TV viewing. Monitoring and limiting screen time can help children develop healthy habits and critical thinking skills. Parents can limit TV time for their children and monitor their content consumption, promoting educational programming like literacy, numeracy, science, or cultural understanding. This helps children understand and contextualize what they see on TV. Many studies show that co-viewing, where parents watch television with their children and discuss the content together, can help children understand and contextualize what they see on TV. Parents can also use TV as a reward or privilege, encouraging children to balance screen time with other responsibilities and activities. The reaction of parents on how television influences the daily lives of their children can greatly differ based on their individual beliefs, and values. Now elaborately discuss these points.

MONITORING AND LIMITING SCREEN TIME: When it comes to understanding that parents monitor their screen time, many parents acknowledge the potential negative effects of excessive television watching, such as decreased physical activity, reduced social interaction, and exposure to inappropriate content.

ENCOURAGING EDUCATIONAL PROGRAMMING: Some parents actively pursue educational television programs for their children, recognizing that TV can be a valuable learning tool when utilized judiciously. They opt for shows that foster literacy, numeracy, science, or cultural understanding.

ENGAGING IN CO-VIEWING: Co-viewing is a parenting approach where parents watch television together, helping their children understand and contextualize the content, address any concerns, and reinforce positive messages through programming.

MODELING HEALTHY MEDIA HABITS: Parents who are mindful of their own media consumption habits serve as exemplars for their children. Through demonstrating balanced screen time usage and prioritizing other activities such as reading, outdoor play, and family interactions, they teach their children the importance of moderation and variety in leisure activities.

USING TV AS A REWARD OR PRIVILEGE: Some parents establish television time as a reward for completing chores, homework, or other tasks. This approach encourages children to balance screen time with other responsibilities and activities.

ENCOURAGING CRITICAL THINKING: Parents can encourage their children to critically analyze media by posing questions, discussing advertising strategies, and examining diverse viewpoints. This helps children develop media literacy skills that are essential for navigating the media-saturated world.

SEEKING ALTERNATIVE ACTIVITIES: Encouraging children to engage in hobbies, sports, creative play, and social activities offers them growth opportunities beyond passive television consumption.

STAYING INFORMED: Parents are informed about current trends in children's media consumption, such as new shows, apps, and streaming platforms, which helps them make informed decisions about appropriate content and effective media management.

Table: 4.26

Responses of respondents

Cases	Responses
1	<i>Hamare mummy papa ko lagta hai ki TV se hum kuch naya seekh sakte hai to humein news dekhne ko kahte rahte hai, ki duniya daari k baare main jankari mile.</i>
2	<i>Serial dekhane par daant padti hai or bhai ko film dekhne par, mummy kahti hai ki TV par padai ka bhi to aata hai, vo dekh liya karo.</i>
3	<i>Papa hamesha ek hi baat bolte hai ki TV hai to jase kuch nayo seekh leyo aur acche or bure ki akal aa jaye.</i>
4	<i>Kabhi pochote hi nahi aisae to ki humne kitna dekha TV, hamare yahan ais akuch roktok nahi hai madam, hum to raat wali film bhi dekh lete hai.</i>
5	<i>Bas papa ji ka dar rahta hai, warna to madam ji koi dikat nahi hai, hum Shahrukh or sunny deol wali koi film nahi chodte jab bhi aati hai TV par dost bata deta hai hume.</i>

Data source: Primary data collected by the author. Source: Table created by author

This text highlights the crucial role of parents in exposing their children to informative content on television, such as news programs, which acts as agents of socialization, shaping their attitudes, beliefs, and behaviors. By encouraging them to watch news programs, parents aim to broaden their understanding of global events and societal issues to their children, and it will contribute to their social and intellectual development. The statement also highlights the role of parents in setting boundaries and instilling values within the family unit. By admonishing their children for watching non-educational programs and encouraging them to seek out informative content, parents seek to promote intellectual development and critical thinking skills while reinforcing the importance of academic pursuits.

As a part of this study, the statement underscores the parental emphasis on the potential for television to serve as a tool for learning and moral development. By encouraging their children to seek out enriching content and exercise discernment in their viewing choices, parents aim to foster critical thinking skills and moral reasoning, preparing their children to navigate the complexities of the world around them. The statement also highlights that as a part of society peer groups play an important role as they serve as significant socialization agents, influencing attitudes, behaviors, and preferences. And the influence of peer relationships and media representations on television viewing choices of children. Lastly, the statement suggests a discrepancy in parental attitudes towards television viewing, with the father expressing concern while the mother appears more lenient, reflecting potential differences in parenting styles and values within the household. From the above statements, it is reflected that television has an influence and close relation with families regarding shaping knowledge acquisition, parental guidance, and control.

CHAPTER -5

CONCLUSION

This chapter incorporates major findings, conclusions, suggestions and recommendations, and challenges of this study.

5.1 MAJOR FINDINGS

The major findings of this study incorporate television viewing habits of children and their health outcomes and underline health status as an imperative aspect of the value system of society. The study highlights the intricate interplay of cultural, societal, and individual factors that influence children's watch time. While doing so it underscores parents playing a significant role and provides a comprehensive understanding of how television consumption of children impacted their health and well-being. Therefore, mentioned below are the major findings of the study.

- This study focuses on heavy television viewers, who typically watch for 4-5 hours a day. As per the findings of this study factors responsible for their excess viewing of television are entertainment, working parents, ,or relaxation. Most of the respondents used television for their entertainment but very few used it for self-relaxation. They are utilizing their free time with television because they think it is interesting and they feel happiness, or it is a part of their daily routine. A good number of respondents love to watch television alone, but they are not well known of isolation, is created space in their lifestyle because of excessive viewing of television. It also creates a gap between the family and children.
- Watching television alone is found as a fantasy of the children because they do not want to get monitored, which jeopardises their content choice and that in turn could harm them physically and socially.
- When it was asked if they had a choice to play outside with friends or watching television. Their answer is in favour of television as it gives them happiness and they feel relaxed.
- One of the major findings is that children tend to watch television because their family members are engaged in the activity, the presence of television viewing among family members particularly parents strongly influenced the television viewing habits of

children. Most of the respondents expressed that if their parents and friends spend more quality time with them, it will result in less watching of television.

- Television is explored in many ways in the form of type of content and program, most of the respondents like the content related to dance shows, favourite character films, cartoons, and programs related to fighting or violence.
- Some of the respondents like to watch advertisements because they feel that they show diversity and interesting things but on the other side some of them are not at all interested as they switch over the channel whenever they watch an advertisement at the time of the program, they thought that advertisement breaks the flow of the film or the program they watch.
- The majority of the respondents replied if they had a choice of sports or watching television with friends, they would not prioritize sports, and love watching television with friends, and prefer to watch it with chips and French fries. It is found that they prefer comfort or laziness instead of activeness in activities.
- Health encompasses not just medical care but also the holistic development of society. Excessive time spent with media particularly television weakening the bond of peer groups as they have no time for face-to-face communication or physical activity/outdoor games that are leading them towards a sedentary lifestyle.
- It was found that most of the respondents felt lazy by extended periods of sitting and minimal physical activity engagement. For the majority of respondents, television viewing emerges as a primary leisure pursuit that functions as a key influencer in fostering and perpetuating sedentary behaviours among children. For the majority of the children interviewed, excessive television exposure and involvement in physical activities are negatively related.
- The implication of excess viewing of television on health is not well known among most of the respondents. Fewer respondents were only aware of the physical health problems related to television such as eye strain, and obesity.
- Late-night watching television is found as a fantasy they found a way to watch their favourite film, or they just watch television on mute mode, which results in the dominance of television over the children. At the point of affecting their sleeping hours some of them are not at all concerned about it, but some of them are concerned

because their parents are not allowing them to watch television at night and monitor their content or watch time or strictly give instruction for not to exceed.

- Good society and good habits go together, and good health comes with healthy and nutritious food habits, Television advertising significantly impacts the dietary habits of children, especially in the context of increased childhood obesity rates and health issues.
- It was found that the majority of respondents suffered from physical health problems associated with television viewing such as eye irritation, back pain, or neck pain. Very few respondents do not have Any health issues related to television watching.
- The study reveals that television advertising's impact on children's dietary habits is significantly linked to the increasing prevalence of childhood obesity and related health issues.
- Advertisements with positive associations create cravings for the foods presented on television with children. Exposure to these advertisements, particularly during the programming of children, increased the likelihood of consuming the advertised products. Even many of them are stubborn with the demand for products such as chocolate ice creams, that were not available in that area.
- The sociocultural context in which television advertising operates is crucial, as socioeconomic disparities, cultural norms, and environmental factors intersect to shape the exposure of children to advertising and their subsequent dietary choices.
- From the responses of the majority of respondents, it is found that there is a strong association between certain types of television content and negative effects on their behaviour and health of children, particularly violent or sensationalized programming.
- It was found that exposure to such content leads them to increased aggression, anxiety, and desensitization to real-world violence. As they model aggressive behaviours observed in media content and internalize these behaviours in their interactions with peers and authority figures.
- As a major finding of this study, it was found that extended exposure to violent imagery desensitized children to the consequences of aggression and them led to a normalization of violence as an acceptable means of conflict resolution.

- It is found that children learn to demand the product after watching television, some of them demand and get that but a few if they did not get that instantly made the reaction and not even talk with their parents till the time not get that, very few of them are managed the situation of peacock of their parents and not even ask for that and wait for the things their parents bring at the time of any festival.
- The study highlights the intricate link between television viewing habits and family dynamics, with most respondents revealing that excessive screen time disrupts family interactions and promotes media cocooning.
- This occurred because when family members engaged in their television time, they did not get time for face-to-face communication.
- Parental guidance and supervision significantly influence children's television viewing habits, thereby promoting healthier media habits and reducing negative health impacts.
- It was found that the majority of parents did not promote co-viewing with their children, some of them did not feel shy or not appropriate to watch television with their children and it created a gap between them.
- The majority of parents are not showing interest in going for a walk with their children, on the other side very few educated parents fixed days for their children to go for a walk or some activities or outings. As they are working or not have time on regular days.
- Parents play a central role in media socialization, transmitting values, norms, and behaviours to their children but it was found that most of the parents not have time because of their busy schedules or some of them are not aware of the fact that if they are not monitoring gather children three are getting socialized with the television itself and diving with so many cultures and learning so many things relevant or irrelevant.
- Most parents are not actively monitoring and regulating their children's screen time, and they do not ensure they are exposed to age-appropriate and educational programming.
- The majority of children often use television as a means of connecting with broader cultural narratives and identities. Factors such as the content of TV programs and representation of social groups.

- The majority of children show as per the demography of age, that younger one tends to consume more television than older adults.
- According to the statement of the respondent, it is evident that the majority of the parents are not concerned about imitating violence instead of making a difference between genders and view females as a liability.
- Parental education levels correlate with media literacy and awareness of the impact of television content on the health and development of children. Community resources, such as public parks and recreational facilities, can influence the leisure activities of children.
- The majority of parents were educated and were more concerned about the negative consequences of technology whereas less educated parents are aware of this effect and limit television use by their children.
- Parents who are in less socio-economic condition are not in favor of television viewing.
- Higher socioeconomic families have access to resources like healthier food and educational materials, while low-income children rely more on free-to-air television.
- Some of the parents prioritized academic achievement over physical activity, while others were not at all concerned about the activities of their children.

5.2 CONCLUSION

In conclusion, this study sheds light on the complex and multifaceted impact of television on children, with a specific emphasis on their health and social dimensions. This study uses Cultivation theory to examine the impact of television consumption on the physical and social health of children in classes 6th, 7th, and 8th. It highlights the role of television as both an entertainment source and a socializing agent, shaping children's perception, behavior, and health preferences. The study found both positive and negative effects of television on children's health, with television serving as an educational tool and promoting positive health behaviors. On the other hand, excessive exposure to certain content, such as advertisements for unhealthy foods or unrealistic body standards, can contribute to negative health outcomes, including poor dietary habits, sedentary behavior, and body image issues. The study examined the influence of television on children's social lives, focusing on the role of parents as key agents of socialization.

Television can significantly influence children's daily activities, but it's essential to balance its educational and entertainment benefits. Parents should guide their children, teach media literacy, and monitor screen time. They should also choose age-appropriate content and incorporate real-world social experiences to ensure a holistic approach to their children's social development. This balance is crucial for maximizing the benefits of television while minimizing its drawbacks.

While this study found that television can have an adverse impact on the physical health of children which is responsible viewing habits, parental guidance, and the selection of appropriate content can help mitigate these negative effects. Balancing screen time with physical activity and promoting a healthy lifestyle is essential for supporting the overall well-being of children in the present digital age.

Understanding the social and emotional aspects of television is crucial for researchers to accurately evaluate its impact on children's development. Excessive TV watching can result in diverse health concerns, including obesity, disrupted sleep patterns, and reduced physical activity. By examining the factors impacting TV usage, health professionals can devise strategies to address these potential risks. The various types of TV content can yield differing effects on children and analysing these factors that influence TV consumption enables researchers to discern which programs hold greater appeal for children and their potential impacts. Understanding the determinants of television usage can empower parents to make well-informed choices regarding the quantity and nature of viewing. Insights gleaned from studying television habits of children can shape public policies aimed at regulating TV content and advertising directed at younger audiences. Therefore, it becomes imperative in an era of technology to grasp the impact of television on children. As a result, this study assumed, that extent of television usage among children is influenced by factors such as technological advancements, parental attitudes and behaviours, peer influence, and the content and appeal of television programs. This finding supports the cultivation hypothesis that says "repetitive and pervasive, activities can influence the beliefs, attitudes, and behaviours of an individual it was evident that respondents".

Assessing how television influences their day-to-day activities aids in gauging its role in molding their maturation and conduct. Television viewing competes with alternate activities like school assignments, outdoor recreation, and familial interactions.

Investigating its effects on the daily routines of children enables them determination of the extent to which television occupies their time compared to other constructive pursuits. Prolonged exposure to television can result in health concerns such as obesity, disrupted sleep patterns, and decreased physical activity. Examining its influence on the everyday engagements of children helps in evaluating its consequences for their overall health and well-being. While television programs can offer educational content, they may also displace other enriching endeavors like reading or imaginative play. Analyzing the impact of television on the daily activities of children assists in assessing its efficacy as an educational resource and its effects on alternative learning avenues. Understanding how television impacts the everyday routines of children aids parents in making informed choices regarding the quantity and nature of television content their children consume.

Taking all these into consideration, it is important to study the media content responsible for deviance, violence, and gender socialization in children to help understand its impact on behavior, identify potential risks, and develop strategies for healthier media consumption habits. This study suggests that parents play a crucial role in reducing the negative effects of television on children's media consumption by promoting healthy habits and critical thinking skills. They should adopt a balanced approach to media consumption to ensure children's well-being and avoid negative effects on their daily lives.

When we delve into the content responsible for deviance, violence, and gender socialization among children. It is evident that the media, particularly television programming has an impact on the attitudes, beliefs, and behaviours of children. Analyzing content displaying deviance, violence, and gender stereotypes allows academics to better understand how media influences the belief and behaviour of children. According to the hypothesis of the cultivation theory, exposure to violent or deviant media content has been linked to increased aggressiveness, desensitization to violence, and the normalizing of deviant conduct in youngsters. Identifying programs with such material assists in identifying possible risk factors for negative behavioural effects. Television regularly reinforces old gender norms and stereotypes, influencing the attitudes of children toward gender equality, job choices, and interpersonal interactions. Examining gendered media material enables academics to analyze its impact on awareness of gender roles and expectations of children. Recognizing programs and material that promote deviance, violence, and harmful gender stereotypes empowers policymakers.

As a result of this study, it is assumed that the impact of media on the development of children, particularly in terms of deviance, violence, and gender socialization, is a complex issue. While media can provide entertainment, education, and socialization, it can also promote negative behaviours and attitudes. Recognizing the role of media in shaping the development of children and promoting responsible media consumption can help mitigate these negative effects. Television programs and content significantly influence the perceptions of children about gender roles, stereotypes, and expectations. While television often reinforces traditional gender norms, it can also challenge these norms and promote more diverse representations. By presenting a wider range of gender identities, television can create a more equitable society where all children feel valued and accepted.

This study includes the responses of parents from the respondents because parents play crucial influence in shaping the media habits of their children and overseeing their screen time. Research on parental reactions to television's impact on children's daily routines can provide insights into factors influencing media consumption behaviors. Parents may not always understand the potential implications of television on their children's development and behavior, so studying their responses helps gauge their awareness and comprehension of the influence of television on their children's lives. The responses of parents to the impact of television exhibit a wide spectrum, ranging from imposing strict limits on screen time to adopting more lenient attitudes. Researchers can identify effective strategies used by parents to mitigate the negative impact of television on their children's daily activities by understanding their responses. The knowledge gleaned from studying parental responses can inform the design of educational materials and interventions aimed at assisting parents in making informed choices about the media consumption of their children. This may encompass guidance on establishing boundaries, selecting suitable content, and fostering media literacy skills.

As it has been revealed through comprehensive exploration and analysis, there are many ways in which television influences children and the varying reactions of parents to this impact. By understanding the responses of parents through children it is clear that parents themselves can work towards fostering a more informed and balanced approach to the media consumption habit of children, it is ultimately aiming for the holistic development and overall well-being of the younger generation in an increasingly mediated world.

5.3 SUGGESTIONS AND RECOMMENDATIONS

This study on the impact of television on the health of children suggests several recommendations. These include educational campaigns targeting parents, caregivers, and educators to raise awareness about the potential influence of television content on well-being. Parental guidance programs should be established to empower parents with strategies for promoting positive viewing habits and facilitating meaningful discussions with their children about media content.

- Media literacy education should be integrated into the school curriculum to help children develop critical thinking skills and media literacy competencies.
- Community-based interventions should be created by collaborating with community organizations, libraries, and after-school programs to create safe spaces for children to engage in alternative activities that promote social interaction and development outside of television viewing.
- Diversification of media content should be advocated for, with media producers prioritizing positive social messages and pro-social themes in the content made for children.
- To protect social and emotional wellbeing of children, policy recommendations should govern television advertising and marketing practices.
- For the overall well-being of children, their parents should manage screen time to prevent negative effects on health and sleep. Parents can address negative influences on their children by discussing inappropriate behavior, violence, and content can help children develop media literacy and critical thinking skills. Discussing different cultures, perspectives, and values can foster cultural sensitivity. Parents encourage social interaction and balance screen time with physical activity and creative play, setting clear guidelines to help children understand screen time responsibility.

To support healthy television habits parents and educators can implement the following recommendations:

1. Set limits on screen time and encourage a balanced approach to media consumption.

2. Monitor the quality and content of television programs to ensure age-appropriate viewing.
3. Engage children in co-viewing and discussions about the content they watch to promote media literacy and critical thinking skills.
4. Encourage alternative forms of entertainment and activities, such as outdoor play, reading, and creative arts.
5. Foster social connections through virtual interactions with friends and family members.

Future research recommendations emphasize interdisciplinary collaboration between researchers, policymakers, and media professionals to address the social implications of television on children's health, implementing longitudinal monitoring systems to track changes over time.

5.4 CHALLENGES AND LIMITATIONS

This section discusses the limitations and challenges encountered in the research process, highlighting how they may have influenced the outcomes or interpretations of this study. Limitations arise from methodological constraints, or some challenges encountered during data collection, analysis, or interpretation. Taking these all into consideration this study offers insights into areas for improvement in future studies.

- It was challenging to find the justification for the relevance of tv in an era of technological advancement where everyone has smartphones.
- The prevailing focus within the literature lies predominantly on psychological issues and the physical health of the children. While the aspect of social health remains comparatively underexplored. There are very few studies delved into the sociological implications of television. This highlights a gap in research attention towards this dimension.
- Similar to other media studies examining watching hours and their effects on psychological health, there is a notable absence of distinction between the psychological and sociological dimensions of the issue. Focused on social health remains lacking in these studies.
- As we know, television content varies in genre, quality, and appropriateness for different age groups, and also peer group influence is there, making it challenging

to research its effects on children. Being impact of television is multifaceted, affecting various developmental domains. To understand these relationships with the sociological approach related to communication studies.

- The present study is from the district Firozabad where the local language is Brajbhasha so, language is a big challenge to understand the problem with the core of the heart and emotions. Research findings from specific cultural or socioeconomic contexts may not be universally applicable due to the diverse content and viewing habits across different demographics.
- Correlation plays a very important role in this study as determining the impact directly caused by television or influenced by other factors is complex. The direct correlation between television viewing and specific outcomes is challenging to establish due to the lack of causation implied by correlation.

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APPENDICES

PROPOSED INTERVIEW SCHEDULE FOR THE RESEARCH WORK

**A SOCIOLOGICAL STUDY OF THE IMPACT OF TELEVISION ON CHILDREN
WITH SPECIAL REFERENCE TO HEALTH**

In partial fulfillment of the award of the degree of

**DOCTOR OF PHILOSOPHY
IN
SOCIOLOGY**

Submitted by

Anshu Sharma

Registration No. 12021098

Under the Supervision

Dr. Damini Bioria

UID: 31150

Assistant professor, Department of Sociology



**LOVELY PROFESSIONAL UNIVERSITY
PUNJAB
2022-2023**

INTERVIEW SCHEDULE FOR CHILDREN

My name is Anshu Sharma, pursuing a Ph.D. in Sociology from Lovely Professional University, Phagwara Punjab. For research work, that is “A SOCIOLOGICAL STUDY OF IMPACT OF TELEVISION ON CHILDREN WITH SPECIAL REFERENCE TO HEALTH” I would like to ask some questions about your background, education, lifestyle, some experience you have had, and some hobbies or interests to learn more about you. I hope this information will help me in completing the research work. This interview will take 20 minutes of yours, are you comfortable with this? All the information provided will be treated strictly confidential and for study only.

Thank you.

Name: Anshu Sharma

Registration no:12021098

Department/School: School of Education/ Department of Sociology

OBJECTIVES:

1. To study the factor responsible for the extent of usage of television among children.
2. To find out the impact of television on children's everyday activities.
3. To study the program and content responsible for deviance, violence, and gender socialization among the children.
4. To understand parents' response to the impact of television on children's everyday life.

I. GENERAL INFORMATION

Respondent name-

Age-

Gender-

Class-

Parents working yes/no if yes, occupation-

II. Factors responsible for the extent of usage of television among children.

Q1. Do you watch Television? If yes, explain why?

Q2. How many hours a day do you spend watching television (less than one hour, 1 to 2 hours, 2 to 3 hours, or more than 4 hours)?

Q3. Do you like to spend more time with friends, or do you prefer to watch television?

Q4. Do you think if you have more family and friends support you will watch less television?

Q5. What type of television show/program do you mostly watch?

Q6. Is there any actor /television personality that compels you to watch television?

Q7. Do you like advertisements on television, Yes or No, briefly specify.

Q8. What would you like to do instead of watching television?

Q9. Do you watch television because other family members/members watch it?

III. Impact of Television on Children's everyday activities

Q10. Do you like to take part in sports/play with friends more than television?

Q11. What do you like to do at home (watch more television, study, do physical activities, do other)?

Q12. Do you watch television till late at night and does it affect your sleeping hours?

Q13. Do you feel back pain, neck pain, or eye irritation after watching television?

Q14. Which eating items like chocolates and chips do you buy after watching television, and how regularly do you eat them?

Q15. Which products you purchased or asked your parents to buy for you after watching television?

IV. program and content responsible for deviance, violence, and gender socialization among the children

Q16. Do you like fighting scenes and action movies?

Q17. Do you like male or female actors in television programs, or do you like both?

Q18. Who is the main lead in television content (male actors, female actors, both)?

Q19. Do you want to fight with your family or with friends as it is shown on television?

Q20. What have you learned after watching television in demanding your different needs from your family?

Q21. What do you want to copy from your favorite actor/television personality?

Q22. Have you insisted your parents buy any item/product from the market after watching an advertisement or program on television?

V. Parents' response on the viewership of television

Q23. Do your parents watch television with you?

Q24. Do your parents stop you from watching television?

Q25. Do your parents discuss the importance of physical exercise?

Q26. Do your parents discuss the impact of television on health?

Q27. Do your parents take you for a walk (Never, Daily, Weekly, Rarely)?

Q28. Do your parents talk about the quality of junk food and its effect on your health?

Q29. Do your parents ever talk about the link between television and obesity?

Q30. Do your parents ever talk about the psychological impacts of television content?


Q31. Do your parents ever explain the fictional/violent scenes you show on television?

VI. Closing

Thank you for the time you give for this interview.

Do you want to share anything else with me?

Copyright of Interview Schedule for the thesis

  		Extracts from the Register of Copyrights	
प्रतिनिधिकार कार्यालय, भारत सरकार Copyright Office, Government Of India		दिनांक: 24/04/2024	
1. नियोजन संख्या: Registration Number	1	L-147656/2024	
2. अर्पक का नाम, पता और राष्ट्रियता: Name, address and nationality of the applicant	1	LOVELY PROFESSIONAL UNIVERSITY, LOVELY PROFESSIONAL UNIVERSITY, JALANDHAR, DELHI-GT ROAD, PHAGWARA PUNJAB-144011 INDIAN	
3. कृति के अधिकारधारक के अर्पक के लिए की शर्त: Nature of the applicant's interest in the copyright of the work	1	OWNER	
4. कृति का वर्ण और वर्ण: Class and description of the work	1	LITERARY/DRAMATIC WORK THE PURPOSE OF THE WORK IS TO DEVELOP A RESEARCH INSTRUMENT FOR ANALYSIS OF IMPACT OF TELEVISION ON CHILDREN	
5. कृति का शीर्षक: Title of the work	1	A RESEARCH INSTRUMENT FOR ANALYSIS OF IMPACT OF TELEVISION ON CHILDREN.	
6. कृति की भाषा: Language of the work	1	ENGLISH	
7. रचयिता का नाम, पता और राष्ट्रियता तथा यदि रचयिता की मृत्यु हो गई है, तो मृत्यु की तिथि: Name, address and nationality of the author and if the author is deceased, date of his decease	1	ANSHU SHARMA, LOVELY PROFESSIONAL UNIVERSITY, JALANDHAR, DELHI-GT ROAD, PHAGWARA PUNJAB- 144011 INDIAN DR. DAMINI BILORIA, LOVELY PROFESSIONAL UNIVERSITY, JALANDHAR, DELHI-GT ROAD, PHAGWARA PUNJAB-144011 INDIAN	
8. कृति प्रकाशित है या अप्रकाशित: Is either the work is published or unpublished	1	UNPUBLISHED	
9. प्राथमिक प्रकाशन का वर्ष और देश तथा प्रकाशक का नाम, पता और राष्ट्रियता: Year and country of first publication and name, address and nationality of the publisher	1	N.A.	
10. कृति के प्रकाशनों के वर्ष और देश, यदि कोई हैं, और प्रकाशकों के नाम, पता और राष्ट्रियता: Year and countries of subsequent publications, if any, and names, addresses and nationalities of the publishers	1	N.A.	
11. कृति में अधिकारधारक और विभिन्न अधिकारों के अर्पकों के नाम, पता और राष्ट्रियता और अनुमति के विवरण के साथ अर्पक के अधिकार का विवरण, यदि कोई हो: Name, address and nationalities of the owners of various rights comprising the copyright in the work and the extent of rights held by each, together with particulars of assignments and licences, if any	1	LOVELY PROFESSIONAL UNIVERSITY, LOVELY PROFESSIONAL UNIVERSITY, JALANDHAR, DELHI-GT ROAD, PHAGWARA PUNJAB-144011 INDIAN	
12. अन्य व्यक्तियों के नाम, पता और राष्ट्रियता, यदि कोई हैं, जो अधिकारधारक को अनुमति देते हैं कि अधिकार को अर्पक या अनुमति देते हैं कि अधिकार को अर्पक: Name, address and nationalities of other persons, if any, authorized to assign or licence of rights comprising the copyright	1	N.A.	
13. यदि कृति एक 'सांस्कृतिक कृति' है, तो कृति का मूल स्थान का वर्णन करें, जिसमें नाम, पता और राष्ट्रियता शामिल हों: If the work is an 'Artistic work', the location of the original work, including name, address and nationality of the person in possession of the work. (In the case of an architectural work, the year of completion of the work should also be shown).	1	N.A.	
14. यदि कृति एक 'सांस्कृतिक कृति' है जो किसी भी देश या क्षेत्रों के बीच में उपयोग की जाती है या उपयोग किए जाने में लागू है, तो अधिकार में अधिकारधारक अधिनियम, 1957 की धारा 45 की उप-धारा (2) के अंतर्गत के अंतर्गत प्रमाणित किया जाएगा: If the work is an 'Artistic work' which is used or capable of being used in relation to any goods or services, the application should include a certification from the Registrar of Trade Marks in terms of the provision in Sub-section (2) of Section 45 of the Copyright Act, 1957.	1	N.A.	
15. यदि कृति एक 'सांस्कृतिक कृति' है, तो क्या यह डिजाइन अधिनियम 2000 के अंतर्गत नोंदित है? यदि हाँ, तो विवरण दें: If the work is an 'Artistic work', whether it is registered under the Designs Act 2000, if you give details.	1	N.A.	
16. यदि कृति एक 'सांस्कृतिक कृति' है, तो डिजाइन अधिनियम 2000 के अंतर्गत नोंदित होने के बाद से कृति का मूल स्थान का वर्णन करें, जिसमें नाम, पता और राष्ट्रियता शामिल हों: If the work is an 'Artistic work', capable of being registered as a design under the Designs Act 2000, whether it has been applied to an article through an industrial process and if you give the number of times it is reproduced.	1	N.A.	
17. टिप्पणी, यदि कोई हो: Comments, if any		THE WORK IS ORIGINAL AS DONE BY THE FACULTY AND STAFF OF LOVELY PROFESSIONAL UNIVERSITY.	
सदारी संख्या: Serial Number अर्पक की तिथि: Date of Application अर्पक की तिथि: Date of Receipt	4192/2024-CMS 24/03/2024 24/03/2024	 	

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