FINDINGS:

Tests were concluded to know the facts about study habits of students as well as TV viewing behavior and questionnaire for parents (mothers/women) were distributed to collect the responses about the status of women and its effects on the above two factors. On the basis of the responses data was tabulated, tables were prepared, interpretation was done and conclusions were drawn as follows:

Students response about the time of study the question were analyzed on the basis of Medium (Urdu, English and Marathi) keeping in view the sex of the students.

ENGLISH MEDIUM STUDENT’S (STUDY HABIT):

BUDGETING TIME:

English medium students say their time is not fixed for the study. They also do the home work daily. About taking rest, majority of male students states that they take rest during studies while in case of female students it is not so. The students divide the time according to the plan.
PHYSICAL CONDITIONS:

The female students have all the relevant study material with them as compared to the male students. They get disturbed by the surrounding at the time of study, this means environment also affects the learning process. The female students develop automatic interest in the subject as soon as they start studying. The female students say that they realize the importance of the subjects for their future, the students also agree with this. Male and female students said that other stray thoughts gradually flow in, as soon as they settle down for the study this means they need more concentration while they study. The female students agreed with the statement if they learn properly they can fairly improve their study habit, the female students were satisfied with their study habit pattern.

READING ABILITY:

The male and female students say that they read the main points of the chapter before they read the chapter. The male students say that they continue reading despite the difficulties in understanding meaning of some of the words, female students agree with this. Male and female students agree with the statement as they read carefully in order to understand every point. The female students say that they always read loudly. Male and female students say that they change reading speed and adjust according to the importance and difficulty of subject matter. Near about equal no. of students say that they study
figures and graphs very carefully. The male students say that they read books whenever they get free time, the female students agree with this statement. The male students say that they study in a library while the female students agree with this statement.

NOTE TAKING:

The students agree that they take down notes while reading. The female students say that they take sincerely notes during the classroom teaching. Male and female students say that at home they compare the class notes with the text book.

LEARNING MOTIVATION:

The students say that they take help of anybody during the study. The male students say that they study the subject matter thoroughly at home before it taught in the classroom. The male students agree that they attend their classes regularly in time. The female students say the same. The female students agree that they don’t remain absent frequently while the male students say that they learn and read part by part. The female and male student say that they try to do hard work in the weak subject.

MEMORY:

Male and female students say they try to recall the matter after reading it. The female students and male student disagree.
with the statement that they cram certain things without understanding. Equal number of male and female student says that they revise the subject matter form time to time. The male students and female students say that they realize after the examination that they had made some mistakes.

**TAKING EXAMINATION:**

Female students say that they sleep as usual in the night during the examination period this means female students learn regularly the subject matter taught. Male and female students agree that they read entire question paper before writing the answer. Male students and female students say that they answer the question in their serial order. Male students and female students say that before examination, they read their notes, this means they sincerely prepare their notes. Few male students say that they take the help of guide or study material available in the market, while majority of female students say that they use their own notes. Equal number of male and female student says that they draw an outline before writing answer to the question in the examination. Male students and female students, say that they record their examination result carefully. Near about an equal no of male and female students say that they point out the weak subject on the basis of examination result and they compare their marks with others.
HEALTH:

The male students agree that they get disappointed if the examination result is unfavorable. More male students than female students say that they get proper guidelines from their teachers about the study habit and they will take advantage of guidance programs.

URDU MEDIUM

BUDGETTING TIME:

In Urdu medium, female student’s responded that they study regularly. The male and female students agree that their time is not fixed. They say that they learn at the particular time of the day. The male and female students say that they do home work daily while an equal no. of students say that they don’t do daily home work. The male student and female student say that they take rest in between while some of student say that they don’t take the rest. Male and female students agree that they divide the time according to the matter to be answered in respect of the no. of questions.

PHYSICAL CONDITION:

The male students say that they have relevant material for the study. Female student says that they don’t get disturb by the surrounding. Male students and female student says that they develop automatic interest in the subject matter. The students
responses that they know the importance of the subject for their future. Few less male students than female students agree that stray thoughts gradually flows in the mind as soon as they start studying. Female students and male says that they can improve their study habit if they gave proper attention towards study.

READING ABILITY

More male students than female students agree that they read main points before they read a chapter, while few female students disagree to this statement. Male and female students agree that they continue their reading despite the difficulties in understanding of some words. More male students than female students say that they read very carefully in order to understand every point. Male and female students agree that they read loudly. Female students than male students say that according to the importance and difficulty of subject matter, they change their speed of reading. Male students than female students say that they study figures and graphs carefully and they read the books whenever they get the time. Most of the male and female students agree that they never read in a library as the most of the schools don’t have the library in their school.

NOTE TAKING:

Some students are serious about the taking down the notes while reading. Some more male students than female students are serious to take the notes during classroom teaching. Male
students than female students say that they compare the class notes with the book at home.

**LEARNING MOTIVATION:**

More female than male students say that they always take help of anybody if they do not follow any thing. Some of the male and female students say that they study subject matter thoroughly, while double of them disagree with the statement while near about same no. of female students agree and disagree about that statement. Equal number of student agree that they attend their class regularly on time. Equal number of male and female students say that they don’t remain absent from the class. Female student and male student says that they read and memorize subject matter part by part. Male students and female students say that they try to minimize the deficiency in the weak subject.

**MEMORY:**

More female students than male student says that they try to recall the matter after reading. Few male and female students agree that they cram certain things without understanding. More female students than male students, say that they revise the subject matter from time to time. More male students than female student agree that sometimes they feel that they have made some mistakes and forgotten some important points in the examination.
TAKING EXAMINATION:

The male and female student say that usually they sleep as usual in the night. More female students than male students say that they read carefully before they start to write the answer. Equal number of males and females student says that they read the notes before examination. Most of the male students agree that they prepare for the examination from the guides and notes. Most of the female student learn from their own note. Few male student says that they draw an outline to the question before they write the answer to the question. The student says that they don’t feel tense before the examination. Students agree that they record their result very carefully. More female students than male students say that they find out the week subject on the strength of their examination results. The ( male ) student don’t agree that they compare their result with others.

HEALTH:

Male and female student says that they disappointed if the examination results is not favorable, the female student agree with this statement. Students say that they get proper guidance from their teachers. The male and female student says that they will take the advantage of guidance program while few female students disagree with this.
MARATHI MEDIUM:

BUDGETTING TIME:

Few more female students than male student say that they study every day. Male and female students say that they study at a particular time of a day, other male and female students says that they don’t study at a particular time of a day. Near about equal no. of male and female student says that they did homework daily and they take rest in between if they have to study for a longer time. An equal no. of male and female student say that they divide the time according to the subject matter to be answered in respect of no. of questions.

PHYSICAL CONDITION:

In Marathi Medium, students say that they don’t have relevant matter of study with them while female student say that they have relevant study material. The male and female students say that they get disturbed by the surrounding. Students say that they develop automatic interest in the subjects as soon as they start studying it. The male and female student say that they realize the importance of the subject for their future career. Male and female students say that other stray thought gradually flows in, as soon as they settle down for the study. The male and female student say that they can improve fairly their study habit.
READING ABILITY:

Male and female students say that they read the main points before they read the chapter. Students say that they continue the reading despite the difficulties in understanding meaning of some of the words. Female students than male say that they read very carefully in order to understand every point. The students agree that they read loudly, and they change the speed according to the importance and difficulty of the subject matter. Male and female students say that they study figures and graphs very carefully and say that they read the books in a library whenever they get time.

NOTE TAKING:

The student say that they take down the notes while reading. Male and female students say that during the classroom teaching, they take down notes very sincerely. Few more than female students, male students say that they compare their class notes with the notes from the textbook.

LEARNING MOTIVATION:

Near about an equal number of male and female students say that they take the help of anybody if they don’t follow anything. Near about equal number of male and female students say that they study the subject matter thoroughly before it is taught in the class. Some of the students say that they don’t attend the class on time some of the student say that they
frequently remain absent. While very few female students say the same. An equal number of male and female students say that they learn and memorize part by part while majority of male and female students don’t agree with this and they try to get good marks in their weak subject.

MEMORY:

Most of the male and female students say that they try to recall the matter after reading it. Male and female students say that they cram certain things without understanding. Male and female students say that they revise the subject matter time to time. The male student say that after the examination, they realize that they have made some mistakes in the answers.

TAKING EXAMINATION:

Male student says that they sleep as usual in the night. While some of the female students say the same. Male and female students say that they read very carefully to the examination paper before they start to write answer. The male and female student say that they write the answer in order. Few male students read their notes before the examination. The female students only read their notes before the examination. The male and female students say that they prepare from the guide for examination. The students say that they draw an outline of answer of each question, before writing answer to the questions
in the examination. The female students agree that they record their examination result while very few male student don’t agree with this. The female students say that they find their weak subject on the basis of their result, while very few male student say this. The students agree with the statement that they have tendency to compare the result with others.

**HEALTH:**

The male and female students disagree with the statement as they get disappointed the examination result if it is unfavorable. The male and female students say they get good guidance about proper study habit. Male and female students say that they will take advantage if guidance programme in study habit is arranged.

**TV VIEWING BEHAVIOUR (English Medium):**

**AGE:**

In English Medium a large number of mothers are below 40 years of age which means they are not so mature to think about their spouse future or betterment.

**QUALIFICATION:**

A few number of mothers are well qualified, they can pay attention towards the education of their kids as they knew the importance of education.
STATUS OF MOTHER:

A large (more than half) of mothers are non-working so they have enough time to spare with their children. But some of them are illiterate they are unaware of the importance of education. Working mothers are well educated but due to lack of time unable to give proper attention towards their kids and their studies.

TYPES OF FAMILY:

Now a day’s trend of nuclear family is more common than the joint family system. Father and mother are always busy in their jobs when they reach home they are tired enough so they don’t pay attention towards the studies of their children as well as they are not very much bother about the TV viewing behavior of their children.

ANNUAL INCOME:

Near about 80% of the families are in a position to afford TV and channel facilities as it is the only source of entertainment.

TV VIEWING BEHAVIOUR:

Majority of the mothers accept that they have television sets and also cable connection. A large no. of mothers says that their children watches educational programmes and accept that TV watching habit affect their children’s performance. They say
that they control the amount of TV viewing. A large number of mothers says their children copy the character which they see on TV and leads to rudeness, aggressive behavior and less sensitive. They also says that TV viewing habits leads their children to negative direction.

**ACHIEVEMENT :**

Near about half of the parents says that English and Math’s are difficult subjects and they scored less mark and few of them says other subjects are difficult and scored less mark.

**STUDY HABIT :**

A large number of mothers accept that their wards watches educational programmes on TV. Regularly they complete their home work and sometimes they study with their friends. And they monitor their children during study.

**MOTHER’S ATTITUDE :**

Excessive TV viewing affect child’s achievement, study habit, health and behavior. Very few mothers are highly educated therefore some other family members do help the children during study. A negligible amount of mothers plan their TV programmes as highly educated mother knows adverse effect of TV and all programmes are not suitable for their young children.
Urdu Medium:

AGE:

A large number of mothers are below 40 years of age which means they are not so mature to think about their spouse future or betterment.

QUALIFICATION:

A few number of mothers are well qualified, they can pay attention towards the education of their kids as they knew the importance of education.

STATUS OF MOTHER:

A large (more than 3/4) of mothers are non-working so they have enough time to spare with their children but some of them are illiterate they are unaware of importance of education. Working mothers are well educated but due to lack of time unable to give proper attention towards their kids and their studies.

TYPES OF FAMILY:

It means that now a day’s trend of nuclear family is more common than the joint family system. It means that father and mother are always busy in their job when they reach home they are tired enough, so they don’t pay attention towards the study
of their children as well they are not very much bothered about the TV viewing behaviour of their children.

**ANNUAL INCOME:**

Near about 71% of the families are in a position to afford the TV and channel facilities as it is the only source of entertainment.

**TV VIEWING BEHAVIOUR:**

It means that majority of the mothers accept that they have TV and also having cable connection. A large number of mothers says that their children watching educational programmes and accept that TV watching habit affect their children’s performance. They says that they control the amount of TV viewing. A large number of mothers says that their children copy the character which they see on TV and leads their behavior to rudeness, aggressive and less sensitive.

**ACHIEVEMENT:**

It means that near about half of the parents says that English and Math’s are difficult subject and their children scored less marks and very few of them has an opinion that other subjects were difficult for their children and scored less marks.
STUDY HABIT:
A large number of mothers accept that their wards watches educational programmes on TV. Regularly they complete their home work and sometimes they study with their friends and a large number of mothers says they monitor their children during study.

MOTHERS ATTITUDE:
Excessive TV viewing affect child’s achievement, study habit, health and behavior. Very few mothers are highly educated therefore some other family members do help the children during study. A negligible amount of mothers plan their TV programmes as highly educated mothers know adverse effect of TV and she also knows that all the programmes are not suitable for children.

Marathi Medium
AGE:
A large number of mothers are below 40 years of age which means they are not so mature to think about their spouse future or betterment.

QUALIFICATION:
Very few mothers are well qualified. Large number of mothers are not well educated, as un educated mothers are
unaware of importance of education and unable to give proper guidance to their wards.

**STATUS OF MOTHER:**

Large number of mothers are non-working this means they have ample amount of time to spare with their kids. Very few of them are educated they can easily guide their children. While some mothers are working as they have to put a balance between the office work and take care of the family that’s why though they are well educated unable to give more time to their wards and their studies.

**TYPES OF FAMILY:**

Now a day’s nuclear family systems are more common than the traditional joint family system.

**ANNUAL INCOME:**

Near about 54 % of the families are in a position to afford the TV and channel facilities as it is the only source of entertainment.

**TV VIEWING BEHAVIOUR:**

Majority of mother says that they have TV and also satellite TV / cable connection. As educational programmes are informative majority of children watches that programmes. Most of the parents knows the adverse effect of heavy TV viewing.
So some parents they control the amount of TV viewing by their children and they also accept that their behavior is changing because of TV viewing and they copy the characters from TV.

**ACHIEVEMENT:**

Equal number of mothers says English and math’s are difficult subject and their children scored less mark. Most of the parents have opinion that TV help in learning and a large number of students have above 60 as their last year percentage.

**STUDY HABIT:**

A large number of children do the home work daily and watches educational programmes but very few of them watches more than 3 hours. Due to illiteracy some children study with their friends English and Math’s subject and non working literate mothers as they get enough time monitor their children while studying.

**MOTHERS ATTITUDE:**

Excessive TV viewing affects child’s achievement, study habit, health and behavior. Very few mothers are highly qualified so they plan their children TV viewing their family members also teach their child. Due to illiteracy or time bounding (working women) for literate mothers.
CONCLUSIONS:

On the basis of findings conclusions are drawn as follows to find out the effect TV viewing behavior of the child on their scholastic achievement as well as How did the status of women affect the study habit of their children.

➢ It was found that there is a significant difference between study habit of literate and illiterate mother’s children. (H1)

It was noted that any how illiterate mothers are not at all conscious about the studies of their wards. If they take interest in the studies of their child they don’t know what their child is doing. On the other hand the literate mothers pay attention towards the studies of their children they take interest in the study of their children, they prepare the plan of study and always they are eager to know about the achievement of their children. The children are unable to cheat the literate mother that’s why there is a significance difference between study habits of literate and illiterate mothers children.

literate mothers control TV viewing habits of their children as they are aware of the bad consequences of TV viewing on their kids study. They think that if the child is busy in watching TV he/she will not be able to pay
attention towards his/her studies. He/she will suffer from fatigue and stress.

➢ **There is no significant difference between study habit and scholastic achievement of children. (H2)**

As we know more study more achievement the students who are having good study habit their scholastic achievement is good on the other side those who are having less study habit it is difficult to achieve high score. Learning is related with the study habit, so it was noted that a child get good marks only if he is regular, sincere and spend a lot of time in studies. This means if he gave more time and proper attention towards study, he will get high score in Examination. On the other hand he will be average or low achiever with ordinal study habit. If they are superior in their studies their achievements are remarkable while those who are not habituated of study and the mothers are illiterate one their achievements are not up to the mark, those who study more their scholastic achievement is more those who don’t study hard their achievement is negligible.
There is no significant difference between literate and illiterate mother’s attitude towards their children’s TV viewing habit. (H3)

Literate as well as illiterate mothers attitude towards TV viewing habit is similar as there is no significance difference between the attitude. Literate mothers don’t pay attention towards TV viewing as they think that TV provides educational information to the children. In the case of illiterate mothers they don’t know what their children are watching whether it is useful for them or not it doesn’t matter for them. Only they think that if the child is watching TV he remains at home. The same case is with the literate mother she also feels the same now a day’s watching TV is only source of entertainment. Illiterate mother’s do not pay much attention towards their child’s TV viewing habit and they are unaware of the programmes they watched. Sometime their children watches repeated telecast shows and programmes. On the other hand educated mother are familiar with different types of programmes their children watched. They can put some restrictions over the TV viewing habit. But mostly educated mother’s are also working women. If they put some limit and their children also follow the rules when they are at home. Children are eager to wait for the going time (working time) of their mother. So, there was no
remarkable difference in attitude towards their child’s TV viewing though they are educated or uneducated.

- It is found that TV viewing habit affects the scholastic achievement of the children. (H4)

  It was found that those who are in the habit of watching TV on a large scale don’t pay attention towards their studies as they are always busy in watching TV serials, films, cartoons which have nothing to do with their studies. They become sharp in other worldly affairs but they become poor in studies. Their scholastic achievement is very poor. They are tired by watching TV so they don’t study which affects their scholastic achievement. Children spend a lot of time in front of the TV unable to make good study habit. If parents forcefully make them sit for study they are unable to concentrate. So, it was found that the TV directly affects daily routine and children are wasting their time in viewing TV.

- It is found that academic achievement of literate and illiterate mother’s wards do not differ significantly. (H5)

  In case of studies the mothers have same attitude only question of consciousness or over consciousness is there. Literate mothers think that her duty is to admit the child in school and be aware of the performance in school while as illiterate mothers won’t generally bother about the
studies of the child. For her only schooling is important as she is illiterate she thinks that it is not her duty to look after the studies and achievement of the child while the literate mothers are always over confident about the achievements of their children. When the result are beyond their expectation they only blame the system or institution. Both of them bother about the achievement.
SUGGESTIONS:

- **Set a good example**: Children learn by observing. Parents should be active, they should spend their time at home. In front of TV they should be very careful what programmes they are watching and how much TV they watch? The parents should set rules for their children and the for themselves.

- **Screen what your children watch and explain why banned shows are unacceptable**: Explain to the children why you won’t allow them to watch certain shows. Don’t just say, “because I said so”. Help your child to understand why you disapprove the violent programmes.

- **Talk to your children about problem-solving**: Explain to children that violence is not an acceptable way to handle conflict. Let them talk about what they saw and how it made them feel.

- **Don’t let the TV be a babysitter**: When parents are busy, it’s easy to sit children in front of TV. The problem with this is that when parents are busy, it will be difficult to keep track of what your children are watching. Get them involved in other activities, i.e., reading, board games, etc.
- **Keep TV set out of your children’s rooms**: Letting your children keep TV in their rooms diminishes your ability to control how much TV they are watching, and what kind of programme they are watching.

- **Keep to a regular daily routine**: The same working time, meal time, nap time and plate time will help child to feel secure and comfortable, and help with a smooth bed time. Children like to know what to expect.

- **Avoid excessive TV viewing**: Excessive TV viewing can contribute to poor grades, sleep problems, behavior problems, obesity, risky behavior and frustration.

- **Limits on amount of TV viewing**: The more kids watch TV, the less time they spend reading, exercising, going for walks, and playing educational games. That’s why it is good to set limits on the amount of time children are allowed to watch TV programs.

- **Pin point positive news**: Try to find positive news stories and should share with the children.

- **Selection of appropriate programme**: Parent should also show good example by choosing appropriate programs and movies.
Differentiate between real life and fiction: Help children understand the difference between real life and fiction. Discuss questions such as “was it violent? What did you learn from watching the program? How did you feel after watching the program? What was the language like? How were the different characters portrayed? Would such characters make good role model for our society? What kind of values were being taught? What do you think of that kind of behavior? What should he have done or said differently.

Evaluate Critically: Advertisers target kids, and on an average, children see ten thousands of TV commercials each year this includes many adds for unhealthy snack food and drinks. Children need parents help to critically evaluate the validity of the many products advertise on TV. Teach children to analyze commercials and recognized exaggerated claims. Point out that the makers of the products pay for the advertising.

Don’t use TV as a reward or punishment: It gives the TV too much value, and takes value away from what they had to do to earn the TV time. The best tool is no TV during the week, and limited on week end.

Encourage active recreation: Encourage your kids to take part in sports, games, hobbies and music. You may
want to turn OFF the TV and take a walk or do a project with your child designate certain evenings for special family activities. Alternatives to TV include passels play dough, board games, magazines, cutting and pasting, reading and making forts.

- **Take advantage of a learning opportunity:** Media literacy can offer protection from the negative effects of TV and other media. TV programs are created to achieve specific results – what is the message the show’s creators are trying to send? People interpret what they see in different ways – so watch with your kids and talk about what you both think about it. TV violence takes many forms – examples are: It can be slapstick, realistic, or not have real consequences. There is an underlying economic purpose to TV.

- **Plan TV viewing:** Encourage the children to plan their viewing by using a TV guide or newspaper listing rather than flipping channels. Help the children decide which show to see and encourage them to watch a variety of programmes appropriate for their level of understanding. The TV should be turned on only for specific programmes; it should be turned off when they are over.
- **Participate:** Know what your children watch on TV. Watch with them and talk about the programmes afterwards. Explain situations that are confusing. Ask why any violent scene occurred and how painful they were. Ask your children for ideas about ways the conflict could have been resolved without violence.

- **Media education:** Media education can help kids become less susceptible to the bad effects of watching violent TV. Some studies have shown that kids who receive the media education had less violent behavior after watching violent programs. Teach your kids to be media savvy. Point out children’s own helpful behavior. Discuss the ways that conflicts are sold on superhero shows. Encourage children to watch program about characters who cooperate and care for each other. Such programmes can influence children in positive ways by modeling desirable behavior and setting good example.

- **Help Children:** Help children understand that everything they see on TV is just someone else’s point of view it is not always the right way or the real way the world works. Help them understand that plane crashes, car accidents and fires are very rare.

- Make it a rule that children must finish homework and chores before watching TV. If your child's favorite show
is on before the work can be done, then record the show to watch later.

- Parents should Know what kids are watching, decide what programs are appropriate for their age and personality, and strict to rules. Don’t watch adult programs while child is present.

- Parents should involve their children’s in other activities. Children are full of energy, so they should help their children to find ways to use it. Get them involved in sports, reading, hobbies, or even just playing with other children. They can turn off the TV when they feel that it is becoming harmful for children. They should also control habit of TV viewing.

- Parents should limit their children’s viewing to less than 2 hour a day. Don’t allow children to watch TV until they have complete their homework and assignment. Help children choose shows, video and video games that are appropriate for their ages and interest. Turn the TV off during meals and during family time.

- Help children to recognized the human characteristics of TV characters.

- Teach children that cartoon channels are not always good for them, they might show violence and rudeness. Young
children’s are at a higher risk of becoming aggressive after watching violent TV shows. So it’s best to make sure that they won’t watch any violent TV.

- If you don’t like what in on TV, let your local stations know. Express your disapproval of violence in children’s programming. Make them aware that this is a problem that needs to be addressed.

- Understand why news frightens children at different ages. Parents should discuss scary and disturbing news events with children, don’t assume that they have haven’t heard about a disturbing news event. Tell children that news isn’t always true and sometimes they exaggerate the facts to make the story more interesting so pupil watch their news programmes.

- Parents should encourage children to watch educational channels, for example discovery channel, national geographic channel, animal planet, fox history channel, travel and living.

- Most children progrmaing does not teach what parent say they want their children to learn; many shows are filled with stereo type, violent solution to problem. Watch with your kids, so if the programming turns violent, you can discuss what happens to put it in a context you want your kids to learn. Parents and children should watch programmes together and analyze questions and challenge the meaning of the programme and discuss about the
topic, the characters, the attitude and behaviors pictured in the program.

- Parent should know what children watches on TV. Watch with them and talk about the programs afterwards. Explain situations that are confusing. Ask why any violent seen occurred and how painful they were. Ask your children about the ideas and ways the conflict could have been resolved without violence.

SYGGESTIONS FOR FURTHER RESEARCH:

- The present research work has been done taking in view the English, Urdu and Marathi Medium high schools of Aurangabad District. The same research work can be done for the students so as to throw more light on TV viewing behavior of the student and study habit.
- A research work, to study the effect of a mass media on child’s growth and the development.
- A research work in order to determine the effect of TV viewing i.e. does TV lead to violence, aggression and crime.
- Standardized test TV to know the viewing behaviour of the students at different level should be developed.
- This thesis covers only one District of Maharashtra such studies can be conducted at another District of Maharashtra and to other states of India also.
TV does increase the general vocabulary of children. It provides opportunities for children to learn about all kinds of things, although whether they do so to any extent depends largely on the specific programmes the child actually watches. It can increase a child’s range of interest since it exposes him to a variety of activities and topics he might not otherwise encounter – archeology, science of all kinds, music etc. It has been the most effective of all the mass media in making people aware of a wide range of human problems ranging from pollution to homelessness. It also increase awareness and acceptance of various kinds of illness, both physical and mental.

It is always universally acknowledged that the TV is an important source of info-entertainment as well as a source of learning. Like an animated picture book it presents in an easy to digest format. Children who do not watch TV have superficial knowledge and use hackneyed expressions. They are not conversant. Children should watch scientific research and news to have erudition and be aware of them.

TV is a big source of information, a miracle how one can watch it without getting crazy. Indeed, if to watch three or more reality shows in a row it makes you at first confused then frustrated and then constantly unsatisfied and angry. It is almost impossible to find a movie without blood, spilling around and angry man fighting for god knows what?

TV can offer benefits to kids and families it is a part of popular culture, and cannot be easily ignored so learning how to
use it is wisely and important skill, which takes guidance and practice. Some programmes still there which offer quality educational programmes without commercials, plus information for parents and caregivers on how to use TV as a learning tool. Take advantage of learning opportunity. Watch TV with your children, media literacy can offer protection from the negative effects of TV and other media. there is no doubt that we can carry on discussions very long.

To cut a long story short, there are the pros and cons of watching TV we can get wind about everything from all programmes of world, however we have to remember that it can condition us, and we cannot improve away with them. Three key points should be kept in mind

- TV programmes are created to achieve specific result – what is the message the show’s creators are trying to send?
- People interpret what they see in different ways – so watch with your kids and talk about what you both think about it.
- TV violence takes many forms it can be slapstick, realistic, or not have real consequences.