Review Of Related Literature:

“The review of literature is essentially a backbone of good research”.

Practically all human knowledge can be found in articles, newspaper, magazines and internet. Unlike other animals that must start anew with each generation, man builds upon the accumulated and recorded knowledge of the past.

For any worthwhile study in any field of knowledge, the researcher needs an adequate familiarity with the library and other resources like internet, which provides latest information and knowledge from all over the world and that too, within minutes. Only then will an effective search for specialized knowledge can be possible. The search for reference material is a time consuming but very fruitful phase of research program. Every investigator must know what sources are available in his field of enquiry, which of them he is likely to use and where and how to find them.

In the field of education, as in other field too, the researcher needs to acquire up–to–date information about what has been thought and done in the particular area from which he intended to take up a problem for research. But it is found that
generally the extent of important, up-to-date information regarding educational research and ideas possessed by educational worker is very limited. The researcher must apply himself keenly to the task. He may be very keen to possess up-to-date information regarding his field and sometimes fail to get enough information due to non-existence of sources of such information. In our country the researcher quite often comes across the latter handicap.

The researcher is also tempted to let a sketchy review of literature suffice so that she can get started sooner on her own research project. The researcher, however should make every effort to complete a thorough review before starting her research because the insight and knowledge gain by the review almost inevitable lead to a better design project and greatly improve the chances of obtaining important and significant result.

**REVIEW OF PREVIOUS RESEARCHES:**

1. **Rao, D. G.**

   ‘A study of some factors related to scholastic achievement’, Ph.D., Education, Delhi University; 1965.

**OBJECTIVES:**

1. To find out the relationship of intelligence, study habit, socioeconomic status and certain attitudes towards the
school with the academic achievement of the grade VIII pupils in Delhi.

2. To find out the feasibility of predicting the academic achievement of these students.

FINDINGS:

1. The three independent variables intelligence, study habit and school attitude were significantly related to the prediction of scholastic achievement, while socio-economic status was not.

2. The multiple correlation coefficient between achievement score, and scores of intelligence, study habit and attitude towards school was quite high. This indicated that one can place high reliance on the prediction of the scholastic achievement of a pupil from the independent variables.

3. The variables intelligence, study habits and attitude towards school, accounted for 66% percent of the predictability of the scholastic achievement and remaining 34% of variance in achievement remained to be accounted for. The dependence of scholastic achievement on various other factors such as motivation and interest; the time available for study, level of aspiration, values etc was generally recognized to explain this variance.
The above study highlights the relationship between the three independent variables intelligence, study habit and school attitude which is quite different from the present research work as it highlights the achievement, study habit and TV viewing behavior of the students with respect to the mother’s educational status.

2. Jain, S.K

‘Study habits and academic attainment in UP college’, Agra University. Ph.D., Education, Utter Pradesh; 1966.

OBJECTIVES:

1. To develop a standardized study habit inventory and ascertaining the pattern of study habits of university student of UP.
2. It also aimed at exploring the relationship between the study habits and students attainment.

FINDINGS:

1. Most of the items discriminated sufficiently between various attainment levels.
2. The scores on the study habit inventory correlated significantly and positively with attainment and
3. The coefficient of correlation range from 0.29 to 0.59 for the consolations to 0.59 for the working habits.
This above research points out the study habits and academic attainment of the students and it is quite different from present research work.

3. Tiwari, G.N

‘Study habit and scholastic performance at three levels of education’. Ph.D., Psychology, BHU; 1982.

OBJECTIVES:

1. Is study habits differ from one level of education to another.
2. Is it was related to scholastic performance and is there was a relationship how did they vary with the level and
3. Is they were related to sex, age and urban rural background, socioeconomic status of the family.

FINDINGS:

1. The class X students had the highest mean study habit score, significantly different from the students of the other two levels.
2. Science students in every class scored higher than students in the other courses.
3. In most of the cases the difference were in favour of the class X group of students when different course were compared.
4. Students of science scored the highest in all the six measures of the Study Habits Inventory.

5. Girls in all classes and in arts and science course had better study habits than boys. Girls excelled boys in various components of the Study Habits Inventory.

6. Study Habit scores were found to consistently, rise with the rise in income and with the rise in the level of parents education.

This study points out the study habit and scholastic performance of the students at three levels of education.

4. Goel, D. R.

‘Educational TV in India: Organization and utilization’.
CASE, MSU, UGCT; 1985

OBJECTIVE: To study the organization and utilization of ETV programmes.

MAJOR FINDINGS:
1. In 1983 – 1984, DDK (Kendra) Delhi used to telecast sixteen (16) programs per week out of which (13) thirteen programs were for secondary students, two for elementary pupils and one for teacher; In Srinagar there were (2) two programmes per week for the age group of
6 – 13. Delhi was producing 6 programs per week for class V - XI

2. TV hand books were distributed to all TV viewing schools.

3. In Delhi / Maharashtra script writers and teachers were oriented where as in other centers there was no similar programmes.

4. In Delhi / Maharashtra school TV programmes or support material were produced by the ET Cell of Education Directorate.

5. In Delhi / Maharashtra, teachers were oriented in utilizing the ETV programmes for classroom instruction.

6. STV programme was properly evaluated in Delhi. In Maharashtra there was no proper mechanism for the evaluation of STV programme.

7. In many centers the programs were urban oriented. The rural children found it difficult to understand the language of programme.

8. Most of the students and teachers in Maharashtra had positive reaction to the STV.

This study is different from the present research as it points out the organization and utilization Educational of ETV in India.
5. Manoharan, M.


PROBLEM: It attempts to study the relative effectiveness of print media using experimental method.

OBJECTIVES:
1. To find out experimentally the relative effectiveness of the print media in terms of knowledge gain and retention of knowledge.
2. To measure the retention of knowledge on the fifteenth day of exposure.
3. To assess the extent of adaptation, if any, through reading print media.
4. To study the contribution of selected characteristics towards knowledge gain, retention and adaptation.

FINDINGS:
1. The respondent’s socioeconomic status, media participation, contact with extension agency, progressiveness, interest in possession of print media, attitude towards its understand ability and simplicity had a significant and positive relationship with knowledge gain and symbolic adaptation.
2. The young respondent (up to 30 years) had gained significantly more knowledge, they had retained more knowledge and had higher symbolic adaptation as compared to the middle aged (30–45 years) respondent.

This study is different from the present research as it points out the relative effectiveness of print media.

6. Deb, Madhu and Gerwal, Hirdai Pal

‘Relationship between study habits and academic achievement of undergraduate home science final year students’. Indian Educational Review Volume 25 (3) 774, 1990.

OBJECTIVE:

To find out the relationship between selected study habits and academic achievement.

PROBLEM:

This study attempts to determine the relationship between the selected study habits and academic achievement of the final year B.Sc. (Home Science) students of the Punjab Agriculture University Ludhiyana
MAJOR FINDINGS:

1. Home environment of the students and planning of schedule was significantly related to their academic achievement.

2. Suggestions and comments were related to academic achievement.

3. The relationship between concentration for examination and academic achievement was significant.

4. Significant relationship between study habits and academic achievement was found.

5. Students' habits and interest also influenced their academic achievement.

6. College environment was related to study habits.

This study is different from the present research as it shows the relationship between study habits and academic achievement of home science students.
7. Phutela, R.L.


PROBLEM:

The study attempts to assess the effects of comics and comic TV serial on children.

OBJECTIVES:

1. To survey various types of available comic books and comic television serials.
2. To find out the extent of reading / viewing on the part of children.
3. To study their ‘likes and dislikes’ as regards comic books / serials, and to know the perceptions of children, teachers and parents as regards their useful effect on their growth and development.

MAJOR FINDINGS:

1. Class 3 students liked stories on magic the most, followed by those of horror, animals fools and silly dolts etc, for class 6 or older children, the liking was in the order; stories on magic, fools and silly dolts, horror and animals.
2. Among the various types of comics the younger children preferred detective comics the most, followed by classic (mythological, folk tales etc). The supernatural “character” comics crimes and horror comics. The order of preferred for the older children was; classic, detective, supernatural “character” crime and horror.

3. Most teachers felt that comics were useful in many ways where as some considered these passive material as fostering undesirable values.

4. Teachers and parents liked these serials as these provided a healthy entertainment, adventure, recreation and a message of cooperativeness. They agreed that children learnt new things and got entertained. They however felt that excessive reading of comics affects their studies, development of language and aesthetic sense.

5. None of the teachers/parents endorsed the statement that comics led to development of criminal tendencies in children.

This study is different from the present research as it reveals that the effect of comics and comic television serials on children.
8. Anuradha K.

‘Children’s television viewing behaviour and its effect on personal and educational development’. M. Phil. Home Science; Sri Venkateshwarw University. 1991

PROBLEM: It aims to study children’s TV viewing behavior and its effect on personal and educational development.

OBJECTIVES:
1. To develop tools to measure TV viewing behaviour and attitude towards TV.
2. To compare parents’ and children’s viewpoints with regards to TV viewing and
3. To explore the potential influence of TV viewing on the educational development.

MAJOR FINDINGS:

1. It was found that 90% of the students were light viewers. There were no heavy viewers.
2. When the sample was classified as light and moderate viewers (type of viewing), it was found that there was
no association between type of viewing and sex or educational achievement.

3. The students spent more time on seeing sports and advertisement.

4. Majority of parents of both boys and girls agreed that children became lazy and less interested in studies, they disagreed that TV viewing made children broadminded.

5. A majority of children disagreed that TV affected their school work and that they became disinterested in social work, they felt that TV viewing helped a lot in school work, and they gained more knowledge and consequently got good marks.

This study has no resemblance with the present research as it highlights the children’s television viewing behavior and its effect on personal and educational development’

9. Kapadia A. M.


PROBLEM : The study focuses on the impact of TV on student’s learning.
OBJECTIVES:

1. To find out the impact of TV on student’s learning.
2. To find out the comparative effectiveness of the tale film and the tape chart programmes.
3. To get the opinion of students and teachers regarding the two media used.

MAJOR FINDINGS:

1. Significant improvement had been achieved after the treatment with the tale film. It was found effective for self learning in both the groups. It showed a significant gain in the spot test as well as in the retention test score.
2. The tale film was found more effective in both the groups then the tape – chart programmes in terms of achievement scores as well as retained knowledge.
3. It was found that TV had an impact which affected study habits. It was also found TV was not considered as an obstacle in the study.
4. 77% of the students pointed that TV motivated self learning.
5. TV had no adverse impact on the attendance of the students in the school.
6. Majority of the students felt that their educational interest was satisfied by TV viewing.
The above study is not similar to the present research work as it reveals that the impact of TV on students learning.

REVIEW FROM EDUCATIONAL JOURNALS:

1. Dr. A. Suriakanthi and Miss. D. Meenakshi

OBJECTIVES:

1. To survey the views of parents on the advantages and disadvantages of TV watching by children.
2. To find out the optimal time to be spent on TV programmes suitable for children
3. To give suggestion towards minimizing the ill effects of TV on children.

MAJOR FINDINGS:

1. 69% of parents think that TV viewing has brought about appreciable improvement in the general knowledge of their children.
2. 61% think that the quiz programme is the most useful one for their children.

3. 40% welcome it because of the visual effect that the TV has on children.

4. No parent has said that TV watching is bad for his children.

This study is different from the present research work as it points out the parental view on the usefulness of TV programmes to children.


OBJECTIVES:

1. To study the TV viewing behavior of male and female college students, and

2. To study the effects of socio-economic status and home environment on the TV viewing behavior.
HYPOTHESES :

1. There is no significant difference in television viewing behaviour of male and female college students.
2. There is no significant difference in socio–economic status of male and female college students.
3. There is no significant difference in home environment of male and female college students.
4. TV viewing behavior is not significantly related to socio-economic status of male and female college students.
5. TV viewing behavior is not significantly related to home environment of male college students.
6. TV viewing behavior is not significantly related to socio-economic status of female college students.

MAJOR FINDINGS :

1. There is no significant difference in TV viewing behavior of male and female students.
2. There is no significant difference in the home environment of the male and female college students.
3. There is no significant difference in socio–economic status of male and female college students.
4. There is no significant difference in the home environment of male college students.
5. TV viewing is not significantly related to socio–economic status of female college students.
6. Socio-economic status and home environment are jointly not related to TV viewing behavior of male college students.

This study is different from the present study as it shows the television viewing behavior of college students in relation to their socio-economic status and home environment.

3. Malvinder Ahuja and Sunita Goyal


OBJECTIVES :

1. To study the impact of parental involvement on subject - wise achievement of adolescents.
2. To study the impact of parents aspirations (educational and occupational) on subject – wise achievement of adolescents.
3. To study the interaction effect of parental involvement and parental aspirations on subject – wise achievement of adolescents.
MAJOR FINDINGS:

1. High parental environment led to higher achievement of adolescent in Science, English and Math’s, as compared to that of the group belonging to parents having low involvement with their wards’ academics.

2. High educational aspirations of parents led to higher achievements scores only in Math’s. Achievement scores in English and Science were no significantly different for children of parents having high and low educational aspirations.

3. Occupational aspirations of parents, high or low, did not yield significantly different achievement scores in Science and Math’s. But higher occupational aspirations of parents led to higher achievement scores in English.

4. There was a significant interaction effect of parental involvement and parental aspirations (for educational as well as occupational) resulting different achievement scores in Science, English and Math’s.

5. Parental involvement may have a positive impact on children achievement. Children belonging to parents with high and low levels educational aspirations achieved unequal levels of achievement scores in Math’s.

6. High involvement when combined with high educational or occupational aspirations of parents resulted in higher achievement scores in Science and English.
This study reveals that Subject-wise achievement of adolescents in relation to parental involvement and parental aspirations thus it is different from the present research work.

4. Dr. K. Anuradha, Prof. V. V. Bharti and B. Jayamma


OBJECTIVES:

To establish the inter relationship among TV viewing behavior, personal demographic variables and academic achievement of adolescents.

HYPOTHESES:

1. TV watching time of adolescent boys and girls do not differ significantly.
2. TV watching time of adolescents do not differ significantly across the grade.
3. TV watching time of adolescents do not differ significantly according to the type of family.
4. Adolescent do not differ significantly in their academic achievement depending on the presence of cable connection.

5. Adolescent do not differ significantly in their academic achievement depending on their TV watching time.

MAJOR FINDINGS:

1. Boys and girls do not differ significantly in their TV watching time.

2. Children from extended families were watching TV for more time than children from the nuclear families.

3. There was significant difference in adolescent’s academic achievement depending on the presence of cable connection.

4. They also found that TV did not adversely affect academic achievement of 6th and 8th grade students.

This study has no resemblance with the present study as it points out that TV viewing behavior of adolescents – its impact on their academic achievement’.
5. Dr. K. Anuradha and Prof. V. V. Bharti


OBJECTIVES:

1. To determine children’s TV viewing behavior.
2. To discover the relationship between mother’s variables and children’s TV viewing behavior.

MAJOR FINDINGS:

1. There is no significant difference in children’s viewing time with reference to their mother’s age.
2. As the educational qualification of the mothers increased, the children’s amount of watching per day decreased significantly.
3. Parent’s level of education was negatively associated with children’s TV exposure.
4. Highly educated parents were controlling their children’s amount of watching TV as they are aware of the negative effects of excessive TV watching on children.
5. Most of the children whose mothers were educated up to primary or secondary level were watching TV programmes randomly, whereas children of college educated mothers were watching only selected programmes. This may be
attributed to educated mother’s knowledge about the telecast timing of different programmes gained with the help of newspapers.

This study is not similar to the present research work as it shows that relationship between mother’s educational qualification and children’s TV viewing behavior’.

6. S. Arulchelvan and D. viswanathan
‘Role of educational TV in higher education’.

OBJECTIVE: To find out the variations in the pattern’s usage of TV among students of different demographic characteristics.

MAJOR FINDINGS:
1. Majority of them (65.36 %) watched TV every day in a week. 86.64 % of the students watched the TV at home in that, 78.40 % of the respondent watched TV for entertainment, 69.91 % for news, 35.08 % for education.
2. Majority (68.12 %) claimed that they watched syllabus-based programmes on TV whereas only 38.12 % claimed that they watched scientific programmes and expert lectures.
3. Majority of the viewers spend not less than an hour on an average. The regular and distance mode of students have lot of variations in teaching – learning. With regards to the TV viewing pattern both regular and distance mode students are alike. TV programmes are very popular among both rural and urban areas. There is a significant relationship between medium of instruction and watching TV.

4. There is a significant relationship between the area of institution and approximate time spent on watching TV.

This study is different from the present research work as it reveals that role of educational TV in higher education.

7. B. Radha and S. Ratnakumari


OBJECTIVES:

1. To study children’s use and response to TV programmes.
2. To study children’s use and response to TV commercials.
3. To assess the popularity of various programmes and commercial and TV.
4. To study the effect of TV viewing on children as perceived by the parents.

MAJOR FINDINGS:
1. Children spend around 1½ - 3 hours on TV viewing on weekdays and from 4 to 6 hours on weekends.
2. Cartoons based on animals have contributed to the popularity of children’s serials.
3. Parents perceived that TV viewing could be advantages in terms of developing knowledge, curiosity and awareness in their children.
4. Parents perceived that viewing programme effects the children’s eyesight, health, food habits, study hours, academic performance and recreational activities.
5. Existence of Dysfunctional Attitudes and Cognitive Patterns in College Girls.

8. Gul Mathur and Richa Verma

OBJECTIVES: To assess the attitude of adolescents towards violence and aggression shown in movies.
MAJOR FINDINGS:

1. 7% of youth are not in favour of showing terrorism in movies.
2. 66% adolescent feel that movies are motivating and suggesting new methods of crime to youth.
3. 60% of youth say movies are showing too much of violence and aggression.
4. 50% of adolescents gets attracted to the dangerous stunts shown in the movies.
5. In the opinion of 88% adolescents terrorism shown in movies is unjustifiable.
6. 24% believe that use of weapons is attractive and is a status symbol.
7. Only 16% adolescent feel violence and aggression is a good coping strategy.
8. 34% adolescent are eager to adopt exciting behavior shown in movies.
9. 31% adolescent feel secure in a group, which possesses arms.

This study is different from the present research work as it shows the attitude of adolescents towards violence and aggression depicted in movies.
9. **Alay Ahmed**


**OBJECTIVE :** To find out the effect of violent TV programme on children.

**HYPOTHSES :**

Those children who watch TV violent theme would learn violence as compared to those children who do not watch violence on TV.

**MAJOR FINDINGS :**

1. Aggressive imageries depicted in stories written by control Ss. Content analysis of interview of control Ss show that some of them perceived verbal and nonverbal communication displaced by character of neutral TV theme as violent actions.

2. Violent TV theme negatively influenced on children.

3. TV violent theme may be at least reduced, if not possible to exclude from TV schedule.

This study is not similar to the present research work as it reveals that effect of TV violence on children.
REVIEW FROM INTERNET:

1. Kyla Boyse, R. N.

‘How television effects children’. Reviewed by faculty and staff at the University of Michigan; Updated Feb. 2007.

Many parents, providers, and educators are expressing a concern about the amount of TV and the type of programming to which children are being exposed. The Department of Education states that children in the United States watch an average of three to five hours of TV every day. Studies show that too much TV viewing can have adverse affects, such as more violent and aggressive behavior, poor school performance, obesity, early sexual activity, and drug or alcohol use.

Children aren’t engaging in the activities they need to help them develop their bodies and brains when they watch TV. The Parents as Teacher National Center says that young children need to “explore, move, manipulate, smell, touch and repeat as they learn. Studies have found that watching TV does not increase attention, promote social skills, or foster creative play”. According to the Department of Education, children who watch too much TV have less time for these activities, which are so important for healthy development.

Language Development: The Department of Education state that language skills are best develop through reading and interactions
with others in conversation and play. Excessive TV watching can impede this development. Hours spent watching TV make risk taking and social relationships difficult to many children.

According to J. Van. Evra, author to the TV and child Development, young children are particularly vulnerable to the sequence of commercial advertising. They do not have the capacity to evaluate it critically, and as a result pressured are assured to buy products such as cereal and toys.

Violence in the media, TV programming, video games and movies are growing concern. According to Carla Kalin. M. S. statistics indicate that the typical American child will be exposed to 12000 violent acts on TV a year. The American Psychological association Help Center reveals that children’s TV programming alone contains about 20 violent act an hour.

Children are imitators and those who watch violent shows are more likely to display aggressive behavior. They are more likely to “strike out at playmates, argue and disobey authority” according to the American Psychological Association Help Center. The Parents as Teacher National Center suggest that violent TV programming teaches children that violence is an acceptable way to solve problems. According to parents as Teacher National Centers the toddler and the preschool years are an important time for emotional development, as well as time when fears increase, and many children do not have the capacity to distinguish reality from fantasy. Watching a violent act on TV may be very
disturbing to a toddler. Children who watch shows with violent content have more anxiety about the world around them, according to *The Parents as Teacher National Center*.

The *American Psychological Association Help Center* indicates that there are three types of harmful effects associated with viewing violence. They are:

- Learning aggressive behaviors and attitudes.
- Becoming desensitized to real world violence.
- Developing a fear of being victimized.

The *Research Center for Families and Children* indicates that moderate television watching with discretion in program viewing can be somewhat beneficial for school age children. Those children who watched a moderate amount of TV performed better academically than those children who excessively watched television or those children who did not watch television at all. *Karen Jaffe*, from the *Family Education Network*, has suggested that some contemporary shows such as “Blue’s Clues”, Bear in the Big Blue House”, and “Big Bag” can be educational and promote prosocial behavior. The *Research Center for Families and Children* states that television, if properly used in moderation, can stimulate a child’s education and creativity.
2. Amy Nathanson and Jeff Grabmeier

‘Restricting TV viewing at home may only need teens to watch favorite programmes at friend’s homes’.
Grabmeier.l @osu.edu.

A study suggests, Teenagers who say their parent restrict their TV viewing of certain programs are likely to watch the restricted shows at friend’s houses. According to the research these teens also reported less positive attitudes towards their parents. “Unfortunately, parents good intentions in restricting TV viewing may actually backfire and contribute to them watching more of the programmes they shouldn’t see.”

However, that does not mean parents are powerless to mould their teens’ viewing habits. According to Nathanson’s Research suggests that parents who discuss issues related to television with their older children – rather than just restrict viewing – are more likely to influence what their children watch. The key, she said, is to discuss without lecturing. “When parent’s talk to older children by asking questions and inviting dialogue, and don’t talk to them in a condescending or threatening way, they are more likely to see positive outcomes”.

In one study, students were asked questions about their television viewing habit and relationship with their parents during their high school years. They were asked about their attitudes towards their parents, their attitude towards violent and sexual content in TV shows and how often they watched TV shows
containing violence and sex with their friends. In addition 138 parents of these students responded to a survey asking about their role in controlling their children’s TV viewing during high school. Result showed that students whose parents restricted their access to objectionable TV content had less positive feeling towards their parents and did other adolescents. These teens also reported viewing more of these objectionable TV shows with friends than did other students.

“Adolescents sometimes resent being told what to do, and it can produce this forbidden fruit effect, in which the restricted shows seem even more appealing”. “They just end up watching the restricted shows at friend’s house”. The study published in Human Communication Research, found methods parents can use to influence their children regarding violent TV shows. The children viewed a five–minute edited episode of a children’s TV shows in which their super–heroes engaged in justified violence against enemies. There were four 10–second pauses in programme, during which the one of the researcher watching the show with the children made comments about what they were viewing. These comments are what is known as “active mediation” and mimic what parents can do with children to get them to think about the programmes that they watch. Immediate after viewing, the children completed a 15–minute questionnaire. The results found that, among younger children, active mediation statements by the researchers discussing the violent nature of the programme did lead children to have less positive views towards
the programme. These statements conveyed messages like “people in real life do not act like the people in the programme”. Among older children, though, statements about the violence of the programme led to a backlash by actually increasing the children’s positive wise of the programme. However, when the researcher asked questions about the violence in the programme – rather than making statements – the older children showed a slight decrease in their positive orientation towards the show.

3. Henry J. Kaiser

‘TV Violence’ WWW.kff.org.

Since the advent of TV, the effect of TV violence on society has been widely studied and vigorously debated. Based on cumulative evidence of studies conducted over several decades, the Scientific and Public Health Communities overwhelmingly conclude that viewing violence poses a harmful risk to children. TV violence leads to real life aggression. As we move into the digital era with enhanced images and sound, media violence will undoubtedly continue to be a focus of public concern and scientific research.

The National Television Violence Study analyzed programme over three consecutive TV seasons from 1994 – 1997. Among the findings:
1. Nearly 2 out of 3 TV programmes contained some violence, averaging about 6 violent acts per hour.

2. Fewer than 5% of these programme featured an anti-violence theme or prosocial message emphasizing alternatives to or consequences of violence.

3. The average child who watches 2 hours of cartoon a day may see nearly 10,000 violent incidents each year, of which the researchers estimate that at least 500 pose a high risk for learning and imitating aggression and becoming desensitized to violence.

4. The number of prime-time programs with violence increased over the three years of the study, from 53% to 67% on broadcast television and from 54% to 64% on basic cable. Prime cable networks have highest percentage of shows with violence, averaging 92% since 1994.

Researcher hypothesize that viewing TV violence can lead to three potentially harmful effects: increased antisocial or aggressive behavior, desensitization to violence or increased fear of becoming a victim of violence. Many researchers believe that children age 7 and younger are practically vulnerable to the effects of viewing violence because they tend to perceive fantasy and cartoon violence as realistic. Since the 1960s, a body of research has been accumulating on the effects of TV violence
conclude that TV violence is one of many factors that contribute to aggressive behavior.

Laboratory Experiments are conducted in a controlled setting in order to manipulate media exposure and assess the short-term effects. "TV Violence and aggression", in these study, children who were exposed to a TV clip of an actor hitting an inflatable doll were more likely than children who did not see the clip to imitate the action in their play, especially if the aggressive action in the film clip were rewarded. Other Laboratory experiments have indicated that exposure to media violence increases children’s tolerance for real life aggression. The ones who viewed an aggressive film were much more reluctant than those who had not seen the film to ask an adult for help when the younger children began to fight, even though the fight was becoming progressively aggressive.

Field experiments can be conducted in a more naturalistic setting. As with the laboratory studies, children are shown video clips and their short-term post-viewing behavior is monitored by researchers. Over the past 30 years, numerous field studies have indicated that some children behave more aggressively after viewing violence. In another study, researcher showed children episodes of either Batman and Spiderman or Mister Roger’s Neighborhood over several weeks and then observed their behavior for two weeks afterwards. The children who viewed violent cartoons were more likely to interact aggressively with
their peers, while those children who watched *Mister Roger’s Neighborhood* became more cooperative and willing to share toys. Researcher exposed children to an episode of *Mighty Morphin Power Rangers* and then observed their verbal and physical aggression in the classroom. Compared to children who had not seen the episode, viewers committed seven times as many aggressive act such as hitting, kicking, shoving, and insulting a peer.

One study demonstrated that TV habits of children in the 1960s, were a significant predictor of adult aggression, even criminal behavior, regardless of children’s initial aggressiveness, IQ, social status, or parenting style. In this study, which spans more than 20 years, boys who preferred and viewed more violent programming at age 8 were more likely to be aggressive as teenagers and have arrests and convictions as adults for interpersonal crimes such as spousal and child abuse, murder, and aggravated assault. TV exposure during adolescence has also been linked to subsequent aggression in young adulthood. A 17–year longitudinal study concluded that teens who watched more than one hour of TV a day were almost four times as likely as other teens to commit aggressive acts in adulthood (22% versus 6%), taking into account prior aggressiveness, psychiatric disorders, family income, parental education, childhood neglect, and neighborhood violence. The largest meta–analysis on TV violence analyzed 217 studies conducted between
1957 and 1990, and found that viewing violence was significantly linked to aggressive and antisocial behavior, especially among the youngest viewer. The overall effect size was 0.31, meaning that exposure to TV violence was estimated to account for 10% of the variance in antisocial behavior.

**Opposing Viewpoint:** A small number of critics of the scientific evidence have concluded that TV violence does not contribute to real-life aggression. Another study, one of the leading critics challenges the notion that young children cannot distinguish between fiction and reality. Children may learn from what they see, but contends that the main messages they see are that good will prevail over evil, and that it is the evil forces who are first to use violence. Over the years, some researcher have hypothesized that watching violence on TV should reduce angry feelings and aggressive action in real life. Several studies have attempted to prove this relationship, known as the “catharsis hypothesis”, but the evidence has not been supportive. 

_**National Institute of Mental Health**_ in 1982 concluded that “The consensus among most of the research community is that violence on TV does lead to aggressive behavior by children and teenagers. Not all children become aggressive, of course, but the correlation between the violence and aggression are positive. In magnitude, TV violence is as strongly correlated with aggressive behavior as any other behavioral variables that has been measured.”
4. American Academy Of Pediatrics

‘TV – How it affects children’

2002

Family is the most important influence in a child’s life, but TV is not far behind. TV can inform, entertain and teach us. However, some of what TV teaches may not be what you want your child to learn. TV programmes and commercial often show violence, alcohol or drug use and sexual content that are not suitable for children or teenagers. Studies show that TV viewing may lead to more aggressive behavior, less physical activity, altered body image, and increase use of drugs and alcohol. By knowing how TV affects children, by setting limits, parents can help make their child’s TV-watching experience less harmful, but still enjoyable. There are many ways that TV affects child’s life. Children in the United States watch about four hours of TV every day. Watching movies on tape or DVD and playing video games only adds to time spent in front of the TV screen. It may be tempting to use TV, movies and video games to keep child busy, but child needs to spend as much time exploring and learning as possible. Playing, reading and spending time with friends and family are much healthier than sitting in front of a TV screen.

Studies show that children who watch too much television are more likely to be overweight. They do not spend as much time running, jumping and getting the exercise they need. They
often snack while watching TV. They also see many commercials for unhealthy foods, such as candy, snacks, sugary cereals and drinks. Commercials almost never give information about the foods children should eat to keep healthy. As a result, children may persuade their parents to buy unhealthy foods. The problem of obesity has risen, and TV watching consumes only a few more calories than sleeping. Children who watch TV don’t get as much physical activity and do not explore new activities, according to the Family Education Network. Eating too much junk food and watching too much TV are two major causes for obesity.

TV affects how child learns. High—quality, nonviolent children’s shows can have a positive effect on learning. Studies shows that preschool children who watch educational TV programmes do better on reading and Math tests than children who do not watch those programmes. When used carefully, TV can be positive tool to help child to learn. For older children, high—quality TV programmes can have benefits. However, for younger children it’s a very different story. The first two years of life are especially important in the growth and development of child’s brain. During this time, children need good, positive interaction with other children and adults to develop good language and social skills. Learning to talk and play with other is far more important than watching TV.
5. Negative Effects of TV on Kid’s Brain

http://www.ctv.ca/servlet/ArticleNews/CTVNews

Some people watch TV to escape their difficulties in real life. Fantasy and reality are very difficult to tell apart for children. TV requires not as much concentration as reading. If kids watch a lot of TV, they will get used to it and won’t able to concentrate at school. Kids who have televisions in their rooms cannot focus on their homework because of it. Day time sleepiness for kids is caused by late night TV watching. In April 2001. Issue of Pediatrics it says that watching an hour of TV a day increases the child’s chance of developing attention problems by almost 10%.

According to Dr. Dimitri Christakis, “the newborn brain develops very rapidly during the first two to three years of life”, a researcher at Children’s Hospital and Regional Medical Center. In Seattle “Even educational TV can be damaging. That’s because it’s not the content that is the culprit but it’s the unrealistically fast–paced visual images that may alert normal brain development. Kaiser Family Foundation of Menlo Park, California showed that young children learning to read have problems if they watch TV. They found that only 34% of 4 to 6 years olds can read and they spend an average of 49 minutes reading books compared to 2 hours and 22 minutes watching
TV or playing on the computer. The worst thing is that “not just teenagers are wired up and tuned in, it’s babies in diapers as well”. The **Canadian Pediatrics Society** recommends children under two years old not watch TV – at all. And older children should watch no more than an hour. But experts point out that watching the right kinds of shows. Researchers say there can be benefits to TV watching and computer use, but downfalls too. No one is sure how harmful TV and other media can be for young kids.

Kids who watch a lot of TV have difficulty in concentrating at school because they are used to being given all the answers instead being asked to think about questions. If children watches less TV their imagination will grow. Generally TV is considered a time – waster. However there are a few educational programmes. The most important purpose of TV is for companies to sell their products through advertising on TV commercials.

Violence on TV teaches kids rude and aggressive behavior, especially in the case of very young children. Violent cartoons and action toys can also cause aggressive behavior. Children may also become less sensitive to other people’s suffering both in movies and real life. Scary programmes on TV can give kids nightmares and can make them be afraid by the world. Most young children enjoy pretend play and love to imitate action heroes. It is not good for children to play superhero games because they become aggressive and start hitting their friends
they are playing with and they don’t think that in real life they can really hurt each other. Role playing can help children develop their imagination and creativity if it's supervised.

“Children who watch less TV want fewer toys”, says Thomas N. Robinson M.D. that’s why parents shouldn’t let their kids watch TV commercials. Many parents turn down the volume when commercials starts. When they get too inappropriate they change the channel to a programme that we are allowed to watch. Some TV commercials made by Concerned Children's tell an important message: “Stay fit. Caused you never know”. They show children dashing an ice cream truck or running after a game card blown away in the wind, situations that make them use their energy. The people who made these advertisement say that they at least want kids to exercise. This helps children stay in good shape. They say that kids in Canada don’t do enough exercise. According to the Canadian Association for Health, Physical education, Research and Dance in Ottawa, only 10 % of 15,800 schools in Canada have good daily P.E. programmes.
6. Carian Stanton

‘TV Viewing good and bad for kids’.

A new study by Seattle researchers suggests that television viewing by children younger than 3 can damage their reading comprehension and short-term memory. But the same study also says that for 3-to-5-year-olds, watching TV may actually improve some cognitive abilities. Researchers say the findings, published in the *Archives of Pediatric and adolescent Medicine*, provide a much-needed analysis of the effects of television viewing among young children, and illustrate how important it is for parents to monitor what their children watch. According to this study, “TV is not inherently good or bad – it’s how you use it”. Said Fredrick Zimmerman, co-author of study and an associate professor in the School of Public Health at the University of Washington. Based on test taken by children ages 6 to 7, the study found that those who averaged more than two hours of TV a day when they were younger than 3 scored lower in reading recognition in tests taken at ages at 6–7 and short-term memory. But the children who averaged more than three hours of TV per day at ages 3 to 5 scored higher for reading factors that may contribute to a child’s cognitive development, such as the mother’s education level and IQ. Previous study have found that educational programs such as “Sesame Street” and “Mister Roger’s neighborhood” help kids learn. Despite these guidelines, Studies suggest that children are watching TV more
than any activity other than sleeping, said *Donald Shifrin*, Chairman of the *American Academy of Pediatrics’* committee on communications. Some people say the academy guidelines are based in belief, not research. According to him it’s the first study of this kind to look at data on 2–year–olds and cognitive development. Researchers emphasizes that TV is not necessarily bad. Beyond learning letters and numbers, age–appropriate TV can help children learn about social interaction and behavior. Researcher hopes the new study will encourage parents to be more involved in choosing what their children watch. “The electronic world is moving fast, and all of this is not lost on our children’s minds”, *Shifrin* said. “All TV teaches the question is what we want our children to learn”.

7. Ron Kaufman

**TV violence and aggression**

A study by the *Parents TV Council (PTC)* entitled “TV Bloodbath: Violence on prime time Broadcast TV” looked at changes in the levels of violence on TV from 1998–2002. The report notes that on the major non–cable broadcast networks, “In 2002, depictions of violence were 41 % more frequent during the 8:00 pm. Family Hour, and 13.44 % more frequent during the 9:00 pm. hour than in 1998.” The study also noted that while CBS was the least violent network, Fox was the most violent, followed closely by UPN and NBC. The PTC study, though
limited, did see increases in certain types of violence such as an increase in blood, guns, deaths and torture:

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The Center for Media Literacy present three common themes with respect to TV Violence is always involved. The fictional programs on TV require a crime, murder or fist–fight to develop plot and story. For example, in January 2004 CBS ran three straight hours of violent shows on Thursday nights starting with Cold Case: Churchgoing People, “Lilly investigates the 1990 murder of a church organist who was found in an alley surrounded by crack vials and racy magazines.” This was followed by CSI: *Fur and Loathing,* “The team explores the
world of fetishes after finding a dead man dressed in a raccoon costumes, the corpse of a convenience–store employee turns up in an industrial freezer.” CBS finished off with *Without a Trace* : Prodigy, “A 14–year old *Russian* violinist disappears after a rehearsal for a concert appearance.”

TV will never show a main character lose an arm, leg or get killed on screen. In reality, with as much gunplay that appears on TV, main character should also get shoot. The “bad guy” can get shoot, killed, burned or maimed, but never the hero. In fact, the hero can really be as violent has he / she wants. A study released by *The Center and Media and Public Affairs* in June 1999 states that though TV shows a lot of violence, it rarely shows its outcome.” The report found serious acts of violence – murder, rape, Kidnapping and assault with the deadly weapon – occurred once every four minutes on the major TV networks. However, it notes that “no physical harm was shown three quarters (75%) of the time violence occurred on broadcast series and over two–thirds (68%) of the time it occurred on cable programs. A mere 7% of violent acts on broadcast shows and 4% on cable resulted in fatalities. Even though both criminal and cops can both commit justifiable violence – TV is still a simple medium. TV presents “*good guys*” and “*bad guys*”. On average, there are 15 minutes of commercials for every one hour of TV programming, so producers only have a short amount of time in which to
establish plot, story, characters and resolution. Good characters and bad characters must be quickly and simply established. “Deeper, more realistic, more ambiguous characterizations make it hard for viewers to know who to root for. It also requires more screen time that takes away from on screen action”, states The Center for Media Literacy. As a result, TV and film criminals are reduced to caricatures. They are 100% bad. No one could care about them. They have no families. Many of them don’t even have full names, only nick names. They deserve no sympathy and they get what they deserve.” The bad guys, whether they are cops or robbers, have to be 100% bad to justify the violence against them. TV violence is the struggle of good versus evil.

8. Research on TV violence and its effects on children:

According to the ACT against Violence Project, on average, young children spend 2 to 4 hours per day watching TV. They also spend 35 hours per week of screen time with TV or video games. The APA Foundation reports that nearly all children in the United States (99%) live in homes with a TV set and one-third have a TV in their bedroom. “The vast majority of children are growing up in homes where TV is a near–constant presence,” a report entitled “Zero to Six”, Electronic Media in the Lives of Infants, Toddlers and
Preschoolers.” “Two – third of Zero to Six years olds (65%) live in a home where the TV is on at least half the time or more, even if no one is watching and one – third (36%) live in ‘heavy’ TV households, where the TV is left on ‘always’ or ‘most of the time’.

Most psychologist agree that experiences children have during their early years will have a long standing impact in their lives. “What a child learn about violence, a child learn for life”. They found that, **infants (0 - 18 months)** are interested in TV only for brief periods of time because they are attracted to the light and sound. **Toddlers (18 – 36 months)** pay much more attention to what is on TV and are able to get meaning from programs they watch. They react equally to animated violence and real violence because their link between fantasy and reality is not strong. **Preschoolers (3 – 5 years)** look forward to shows. They understand what they are viewing, but can’t give it a context. They can’t judge the reality versus fantasy or commercial versus regular programmes. They are attracted to highly vivid scenes, rapid movements, sounds, and colors. In other words, most children pay more attention to the most violent scenes on the screen. **Elementary school (6 – 11 years)** Children believe that TV reflects real life and will become more active and show more aggressive behavior after viewing violent scenes. High viewing levels have been shown to interfere with reading development.
9. Children who watch more TV become aggressive adults:

The most influential research released on this subject was published in March 2003. Researchers from the University of Michigan published their findings from a 15-year longitudinal study of 329 youths. It showed that men and women who watched violent TV programmes as children were more inclined to show violent tendencies as adults. The National Institute of Mental Health has identified three major effects of seeing violence on TV:

- Children may become less sensitive to the pain and suffering of others.
- Children may become more fearful of the world around them.
- Children may be more likely to behave in aggressive or harmful ways towards others. “Children who watch the violent shows even ‘just funny’ cartoons, were more likely to hit out at their playmates, argue, disobey class rules, leave tasks unfinished, and were less willing to wait for things than those who watched the non-violent programs,” says a researcher commenting on the study done at the University of Pennsylvania.
10. By Mindy Thayer

‘The Media Effect on Violent Behavior in Society’: An annotated Bibliography

Anderson, Craig A, and Brad J. Bushman. “The effects of Media violence on society.” Science 295.5564 (2002): 2577, 2579. Many scientific researchers have come to the conclusion that the media has an effect on adolescents and young adults. TV viewing is associated with subsequent aggressive behavior. People do not seem to understand that the media is contributing to a more violent society. There have been numerous studies done that have come to suggest that media violence exposure causes later aggressive acts. There has been a recent theory about human aggression that suggests two approaches to help reduce violent behavior.

Berkowitz, Leonard, Ronald Corwin, and Mark Hieronymus. “Film Violence and Subsequent Aggressive Tendencies.” The Public Opinion Quarterly 27.2 (1963): 217–29. There have been many debates on the issue of media violence. Some people suggest that the media is causing aggressive behavior while others feels that violence in the media can help reduce an aggressive drive. While testing both of these theories conclusions have proved that the media can have both a positive and negative effect on an individual. Berkowitz, Leonardo,
“Some Effects of Thoughts on Anti- and Prosocial Influence of Media Events: A Cognitive – Neo association Analysis.”

Psychological Bulletin 95.3 (1984): 410 – 27. People have suggested that media event have increased crime in society. One example of how media has increased crime would be the case of the Jack the Ripper. After this case received national attention eight identical crimes took place in London. This shows that the media played a major role in helping these murders takes place. The media can have both positive and negative influences on America. They can either promote desirable behavior or aggressive behavior, but “society has to decide whether the benefits of …aggression outweigh the cost.

Bryants, Jennings, and Dolfzillman, Media Effects Advances in Theory and Research. Hills dale, New Jersey: Lawrence Erlbaum Associates, 1994. Media violence is a major concern throughout the society. “The impact of media violence began when the entertainment industry became a major source of entertainment. Research methodologies are tackling question such as, does crime in movies affect the moral standards in society. Some studies have suggested that the motion pictures play a direct role in shaping criminal careers and increase the likelihood of aggressive behavior among viewers. Research, experiments, and surveys are being correlated to help determine if media exposure increases aggression”. Violent behaviors acquired between the ages of eight and nine but are not visibly effective until later on in
life. Many parents with pre-teens should take into the consideration, because although parents may feel their child is on the right track at this young age, violent TV shows could affect and damage their futures. Some feel that it seems unlikely that media violence causes higher crime rates but it could be “reasonable to believe that the media direct viewer’s attention to ... forms of violent behavior [that] they [may] not [have] considered.” The media has different effects on different viewers. Younger children are more vulnerable to be influenced by TV but it is still unclear, that how the media affects viewers. People have been researching that children who see violence in the media are frightened because of the consequences seen in the crime.

*Effects of media violence on children.* (20 Aug 1999 - 16 Feb 2005) : Media is playing a major role in violence among children. TV and video games are the main contributors to violence among young children. Children can’t distinguish the difference between reality and fantasy. One major TV show, the world wrestling federation (WWF) is having negative effects on young children. This TV show is exposing children to violent, sexual, and vulgar behaviors. Video games also expose children to violence. The government, entertainment industry and parents need to think about how entertainment can have a negative effect on children. It also gives parents clues and warning signs to help them realize that their children may be
acting out because they are being exposed to too much violence through entertainment.

**RIVIEW OF RELATED LITERATURE:**

No other invention in history has been so hotly disputed as the prestigious claim to the invention of ‘Television’ or ‘long – distance sight’ by wireless. Since Marconi’s invention of wireless telegraphy in 1897, the imagination of many inventors have been sparked with the notion of sending images as well as sound, wirelessly. The first documented notion of sending components of pictures over a series of multiple circuits is credited to George Carey. Another inventor, W. E. Sawyer. On 2, December 1922, in Sorbonne, France, Edwin Belin, an Englishman, who held the patent for the transmission of photographs by wire as well as fiber optics and radar, demonstrated a mechanical scanning device that was an early precursor to modern television. Belin’s machine took flashes of light and directed them at a Selenium element connected to an electronic device that produced sound waves. These sound waves could be received in another location and demodulated into flashes of light on a mirror.

The credit as to who was the inventor of modern television really comes down to two different people in two different places both working on the same problem at about the
same time. Valdimir Kosma Zworykin, a Russian–born American inventor working for Westinghouse, and Philo Taylor Farnsworth. Zworykin is usually credited as being the father of modern television. This was because the patent for the heart of the TV, the electron scanning tube, was first applied for by Zworykin in 1923, under the name of an ‘Iconoscope’.

Farnsworth was the first of the two inventors to successfully demonstrate the transmission of television signals, which he did on 7- September, 1927 using a scanning tube of his own design. Another player of the times was John Logic Baird, a Scottish engineer and entrepreneur who achieved his first transmissions of simple face shapes in 1924 using mechanical television on March 25, 1925, Baird held his first public demonstration of ‘Television’ at the London.

In the wake of the Selsdon Committee’s recommendation that mechanical and electronic systems be tried, the Baird company was forced to compete with the newly–created firm of Marconi – EMI, who had developed an all–electronic camera, the Emitron. At the time, the Emitron still suffered from dropouts and distortion, and the outcome was by no means definite. The fire at the Crystal Palace in November 1936 was a further below, as it destroyed their laboratories and much of their equipment. Early in 1937, the BBC chose EMI as the standard, and the Baird system was discontinued.
These were two other inventors who have a claim on the “First,” or at least on very early television: **Philo T. Faranworth** and **Charles Francis Jenkins**. If one defines television as the transmission of any sort of moving image.....even a silhouette......by wire or wireless, **Jenkins** is only a few months behind **Baird**, and **Faransworth’s** out of the running.

Educational technology reveals the utilization of all modern media, methods and materials for achieving the maximum learning outcomes. All educational resources consisting of men, material, methods, techniques, electronic media, etc. are required to use in an integrated manner for ensuring the optimization of learning. Under the field of educational technology, audio, visual, computer, etc. are regarded as the electronic media which occur a predominant role (**Cooms, 1985**). As an instrument, educational technology is used for reconstruction in a holistic sense. It is considered as the system designer to formulate and then build – up the strategy for achieving the specific goals. Generally, people are enthusiastic to have a tendency for equating about the term educational technology with new media and electronic devices (**Griffin, 1988**). Television is one of the most significant electronic devices for the use of recreational purposes. The utility of television can’t be underestimated for spreading awareness through education and improving teaching-learning strategies at formal level. Educational programmes through television make possible to share teaching more widely
and extend the benefits for educating the children, adults and other categories including disabled persons (Kelly, et. al., 1986). In spite of this, educational television is used as a part of total learning process. It is thought as only supplementary to confer the classroom teaching and may not be substituted by a qualified teacher. As much as, educational television plays the supportive role instead of directive and leads for enrichment and expansion (Chambers, 1997). It is vogue that successful television programmes require the variety of talents and series of co–oriented decision for better planning, production, transmission and utilization.

However, educational television programme entitled “Invention of Television” produced by CIET was proposed to field test for initiating the judgment of quality rectifying the errors and inadequacies which would help to the necessary correction. In connection with this, it is necessary to find out the effect of educational television programme in terms of student’s achievement, to assess the quality of educational television programme and its presentation in terms of reaction of students and teachers, to provide the feedback to the educational television programme – producers and academic staff regarding its quality and effectiveness, etc. were originated and accordingly a guideline was prepared for conducting this study in a systematic manner.
The spectacular growth of television in the latter half of
the twentieth century has had a profound effect on the ways in
which many people view “literature.” Small screen adaptations of
literary works ranging from the classics to contemporary genre
fiction now appear alongside the standard television fare of
sitcoms, soaps operas, and hour-long dramas. Nevertheless, a
tense détente still exists between proponents of television and
those of literature, with purists from the latter camp often
decrying the travesties inflicted upon the classics by TV
producers hoping to package literary works for mass
consumption in the electronic age. At the extreme, such critics
say television as an “idiot box”, it means to anesthetize the
minds of the viewing audience by pandering to sensationalism,
cheap melodrama, and vacuous humor. They view the industry as
a corrupting influence, and produce compelling evidence that
television has eroded literacy. Such commentators lament the
processes of simplification and abridgment required by the
temporal and financial considerations of adapting lengthy works
of literature for television as processes that might compromise
the work itself or the imaginative spirit of its author.

At the other end of the spectrum are those who see
television as simply the chief medium of popular entertainment
in the present era—akin to the stage in *Shakespeare’s England*
or the novel in the *Victorian* era. Such commentators tend to
focus on the malleability of television as a medium, and consider
its substantial possibilities for literary expression. They note that, in addition to offering its own genres (the sitcom and soap opera being the most easily recognizable), television has also proved a serviceable means to introduce younger generation to the literature of the past, from works of the popular detective / mystery, horror, and romance genres to the dramas of Shakespeare. It has also been successfully used as means of education for young people, a fact demonstrated by the broad selection of programming designed to both teach and entertain children. More recent critical works have surfaced that point to a broadened acceptance of television programming as a serious topic of literary inquiry, as scholars begin to apply tools of literary critical interpretation to contemporary video “texts.”

Mass Communication is the term used to describe the academic study of the various means by which individuals and entities relay information through mass media to large segments of the population at the same time. It is usually understood to relate to newspaper and magazine publishing, radio, television and film, as these are used both for disseminating news and for advertising.

The academic mass communication discipline historically differs from media studies and communication studies programmes with roots in department of theatre, film or speech, and with more interest in “qualitative,” interpretive theory, critical or cultural approaches to communication study. Unfortunately, many women feel additional stress when they must decide what
they feel is best for their families or what is best for their career. Television addiction is a disorder where the subject that a compulsion to watch television. The compulsion can be extremely difficult to control in many cases.

Television addiction becomes a problem when a subject does not want to watch TV, but experience an uncontrollable compulsion to start or continue watching. The subjects may not accomplish tasks or goals that he or she feels are important.

Television studies is an academic discipline that deals with critical approaches to television. Usually, it is distinguished from mass-communication research, which tends to approach the topic from an empirical perspective. Defining the field is problematic; some institution and syllabuses do not distinguish it from media studies or classify it as a subfield of popular culture studies.

Television studies is roughly equivalents to the longer-standing discipline of film studies in that it is often concerned with textual analysis. For example, analyses of so-called “quality television,” such as Cathy Come Home and Twin Peaks, have attracted the interests of researchers for their cinematic qualities. However television studies can also incorporate the study of television viewing and how audiences make meaning from texts, which is commonly known as audience studies or reception theory.

In the 1970s and 1980s television studies developed three strands of commentary: a journalistic approach which reviews
recent television programs; a literary/dramatic criticism approach which examines the television screen writer in the same way that literary and dramatic criticism examine novels and plays; and the social science, which examined the “production, circulation and function of television in contemporary.”

**HOW DOES TELEVISION INFLUENCE OUR LIVES?**

Every single evening millions of people around the world sit in front of their TV sets. For many of us television became the main source of entertainment. Most kids, when they go home from school, start watching TV. When an adult is tired after work, he or she may consider TV is the best way to relax. The remote controller is the most important thing in many houses and families. Many of us consider television an entrance to the world of fantasy. It would be very difficult to imagine life in contemporary world without TV. Some people even consider TV set as their friend.

After a short period of time it started to become very popular. At the beginning it was quite expensive and only a few people could afford it. However, soon after the TV was present in most houses in the whole world. As the popularity of television was growing rapidly, there had to appear many TV stations, programmes, movies. Nowadays, there are thousands, if not millions of stations are available for people from every part of the world. TV become a very important and influential part of culture. TV enables us to get to know about people from
every part of the world. TV plays an important role in creating new trends. It makes us want to follow the examples of other people.

Numerous people consider television a good escape from all difficulties of everyday life. On TV we can learn, that everyone can become rich, beautiful and popular. Very popular nowadays are fantasy and science-fiction films. They show us the imaginations about the future of the world and spaces. The main reason of the popularity of TV is that it enable us to forget about the real world for some time. For several minutes, they become a part of some other reality. People watch the lives of other people. They laugh with them and cry with them, when something bad happens to them. The characters from the films and programs seem to be very close to them.

However, there are many disadvantages of TV. Watching too many different stupid movies and shows, children may think that it is normal that they commit the crime and would not be punished. In the films the murderer can fly away and never caught. Many heroes survive, even if they were shoot with a gun. It may make people want to become criminals. TV creates very false image of the world and of people. TV is partly reasonable for cultural homogenization of the world. The cultures are under the influence of American culture. People become more similar to each other. They wear the same clothes as in the USA and in Japan do. We rely on TV. We believe in
everything, that is shown there. The news are edited and announced so as to make certain impression on a viewer.

Before TV became so popular, people had more time for each other. They used to read more books, they spend more time with their family. Reading books is much more profitable and educating than watching TV. It develops the imagination of a reader. They prefer watching movies. In many houses, the families eat no meals together. People prefer eating alone with TV. The parents do not read books to their kids, instead they let them watch cartoons and play games.

The rapid changes in media environment have not been accompanied by a similar growth in our knowledge of how new media may impact children's cognitive, social, emotional or physical development. These issues are of deep concern not only to parents, but also to educators, health providers, policy makers and advocates. Many experts have argued that it is especially critical to understand media use by the youngest children, nothing that because social and intellectual development are more malleable in these early years, media use at this age could have an especially significant impact. The study provides baseline data that can be used to inform the direction of future studies on the impact of interactive and non interactive media on children, including research on the beneficial or harmful effect of media use, the amount of media that is appropriate for children, and how best to create media that will enhance children's development. Television presents a sense of public identity,
relevance and a sense of importance about what we do. It helps us to determine who we are and where we fit into the world; it influences our opinions, and shapes our behaviors (Morgan and Signorielli, 1990; National Institutes of Mental Health report, 1982).

Our society, however, consists of many diverse subcultures, each with its own ideas, practices and beliefs. Yet there is one dominant set of values, beliefs, and behaviors that is not merely the total of the various subcultures. Rather, it is a general mainstream representing the most widely shared meaning and assumptions of our culture.

According to a recent National Institute of Mental Health report, “Television and Behavior: Ten years of Scientific progress and Implications for the Eighties”. The updated report highlights research demonstrating that children who watch a lot of television have poorer nutritional habits than children who not watch as much (National Institute for Mental Health report, 1982). Several Scholars (Dietz, 1990; Dietz and Gortmaker, 1985) have hypothesized a correlation between television viewing and eating disorders (obesity, anorexia, and bulimia). The preliminary results indicate a direct relationship between heavy television viewing and the prevalence of obesity in children and adolescents (Dietz, 1990). Dietz offers two mechanisms that twenty hours a week that the child is sitting in front of the television could obviously be spent in more energetic
activities. Seconds, television viewing is often associated with snacking. Linkages of television viewing with anorexia and research. However, the available data suggest that the among children and adolescents. For example, 80% of ten-year-old girls reported that they were currently on a diet to lose weight and 50% feared that they were becoming fat and had engaged in binge eating (Dietz, 1990). Research evidence suggests that children’s preferences for food are influenced by advertising. The majority of television advertisement are for non-nutritious foods, and the consumption of these heavily advertised products may have a negative effects on the nutritional well being of the child.

Education makes a man self-reliant and selfless. According to the Aristotle, education means “creation of sound mind in sound body”. Education is a science as well as an art. It develops man’s mind so that he may be able to enjoy the competition of supreme truth, goodness and beauty. Education is very important to every person. There is a proverb in Telugu “Vidya Lenivadu Vintha Pasuvu” which means a man without the education is a strange animal (worthless). It is education that makes a man a real and sensible human being, helpful and fitting in the society. Education is the right of not only men but women as well.

A nation’s progress and prosperity will remain a dream, its aspirations unfulfilled and unrealized, till women actively participate in all its development activities. An educated and
enlightened mother can significantly assist in reducing the incidence of illiteracy, poverty, ignorance, and ill-health of the youth. But their role transcend the frontiers of their immediate surroundings. If given proper facilities and encouragement, Indian women can participate in all the national activities on an equal footing with men.

Women constitute almost half of the world population and they play a vital role in shaping the society. Education is the key as educated women are more likely to know what social, community, and health services are available. In addition, women with more education have more opportunities outside the home and can see the benefits of education for their children.

A review of the research concerning the relationship between children's reading achievement and television viewing reveals many contradictions. For example, the finding show that the amount of television viewing that affect reading achievement in one child may not affect another in the same way. What a child watches on television also seems to have differing effect. More research needs to be conducted on specific types of programming and their effect on reading. Evidence is steadily accumulating that prolonged exposure to violent TV programming during childhood is associated with subsequent aggression. In their perspective, Anderson and Bushman discuss New work (Johnson et al.) that clearly demonstrates this
association in adolescent and young adults, thus broadening the range of individuals affected by media violence.

No one is born with an innate sense of what constitutes beauty, health or the ideal body shape: we learn and internalize cultural standards that dictate this image through the general process of socialization. On an annual basis, children spend more time in front of the television than any other activity except for sleep. Therefore, television presents to the child considerable information about how one should look, behave, succeed in life and be popular. Television is also a major source of information. Prior to the prevalence and pervasiveness of the mass media, children were socialized primarily through the family and the community (e.g. Church, school etc.). Today the basic structure of both the family and community has changed and no longer are they the only major influences that socialize our children. Now, with multi-television set homes the norm rather than the exception, children may receive more socializing messages from a mass medium than parents, school, church, community etc. (Signorielli, 1989). An important conclusion of the 1972 Surgeon General's committee on Television and social behavior focused upon the general leaning effect associated with television viewing. Specifically, children can learn all type of things from television; nevertheless, without parents / adult mediation or age specific, child- oriented programming, this learning is incidental and potentially harmful.
Home / family plays an inevitable part in the various aspects of development of an elementary schoolchild. It is the prime agency for learning. Family has a great responsibility in promoting social skills, providing fundamental knowledge, modifying behavior, developing language etc. According to Erickson, in the early years of life the baby is completely dependent the mother for the satisfaction of needs. The way it is nourished, handled, protected and kept safe at this stage may provide the baby with a sense of security, which leads to the feeling or trust in the mother. This sense of trust can be carried over to the other stages of development, which is consequently reflected in developing the personality. Thus among the different factors at home, mother has a major role to play in the transition periods of a baby to an adult. Family background variables and parents occupation, parents education, family income race, family structure, and parents work patterns. This paper present new evidence on the effect of two of these backgrounds variables family structure and parents’ literacy on children’s achievement.

**Television's Nutritional Messages** – The Impact on Children’s Socialization; Socialization is often viewed as a process by which norms, attitudes, and behaviors are transmitted from the "socializing agent" to the "learner" (*Churchill and MOschis, 1979*). The processes by which a learner acquires information about values and behaviors can be divided into three
categories – modeling, reinforcement, and social interaction. Modeling involves imitation, reinforcement involves either reward or punishment mechanisms, and social interaction often involves a combination of modeling and reinforcement (Churchill and Moschis, 1979). Bandura and Walters (1963), among others, suggest that children acquire attitudes and behaviors by modeling these traits from media portrayals as well as other sources. The modeling process consists of five stages: first, the child observes the image or behavior; second she/he identifies with that model. Third, the child realizes that this image is desirable and that rewards bring about positive results. Fourth, the child reproduces the modeled image/behavior which brings him/her satisfaction in some form. Finally, the behavior is reinforced and likely to be repeated (Tan, 1986; Mc Quail, 1988).

Children are among the heaviest viewers of television. The average child (under twelve) watches approximately three and half hours of television per day (Signorielli, 1989). Thus, the medium provides numerous opportunities for presenting reinforced behavior that could be modeled. The constant bombardment of the mass media’s “ideal” images and messages are omnipresent throughout childhood (a time when the formulation of self-concept is crucial). Although the television world seems realistic, it presents a distorted and biased view about numerous issues such as increased violence, women, and misconception about nutrition and healthy body images (Signorielli, 1989).
Television is in our society storyteller, telling the same stories to most of the people most of the time (Signorielli, 1989). Television is the source of the most widely shared set of messages and images in our history. Accordingly, television’s function is enculturation, that is, to be a medium of socialization of most people into their cultural roles and standardized behaviors.

Studies have indicated that late childhood is almost the final period of complete dependency of children on mother. At this stage, parents especially mothers have the great responsibility to contribute much for the development of each dimension—physical, social, emotional, intellectual etc. so that the child may develop into a fully potential individual later. The following aspects can substantiate these facts. Elementary school stages is a periods of immense progress in power of observing, perceiving, thinking, reasoning, imagining, communicating etc. A democratic mother, who provides ample opportunities for self—expression to her child, can witness all these developmental tasks at the appropriate time. Further, the achievements in different areas coping with knowledge explosion are greatly influenced by the mother who has the intention to satisfy the innate curiosity of the child by giving opportunities to update knowledge.

Apart from the above dimension, there is one more dimension called social dimension. Family is a miniature of the society. Mother is expected to teach the basic relationships, manners, and etiquettes to the children. So, mother has a
significant role in the family to encourage the child to maintain a good relationship with other family members providing more opportunities for interaction, involving the child in some teamwork and ultimately should be a role to the child in maintaining good relationship with others. For all this to happen the child has to be trained to adjust physically, socially and emotionally with other members in the family.

Emotions are contagious during childhood, as children are highly suggestible and dependable on others. Sometimes they express their emotions indirectly through various activities. It is the mother who helps the child to find proper ways of expressing emotions and managing them. Apart from this, the basic ways of maintaining proper hygiene is also taught by the mother. Here is a saying:

“When wealth is lost, nothing is lost; when health is lost, something is lost; but when character is lost, everything is lost.” So, it is the moral character of a child that determines the extent of social and emotional development. Home is the best place where these values are taught and mother is the best person to teach. Thus it is clear that mother has an inevitable part in child’s life. Without mother, the life of a child is incomplete.
TESTING:

Testing in psychology, education and industry involves making estimates of individual characteristics tests are used to help estimate differences between people in learning ability, school achievements, mechanical skills, clerical aptitude and many other special abilities. To lesser extent, tests are also used to estimate a person’s attitude and personality traits.

Teacher test their student’s ability and achievement to discover what the students have learned, what they should try to learn next, and how rapidly they can be expected to learn. Psychologist use special kinds of test to study personality, characteristics, especially when they suspect emotional problems. Most tests used by school and employers are given for at least three purposes:

- To help him estimate what and how much an individual has already learn.
- To help him predict what he probably can learn next in school or in the job.
- To help him estimate how well he is likely to get along with other people.

STANDARIZED TEST:

Most printed test taken by students and employees are standardized. A test has been standardized when it has been used, revised and used until its results are uniformed under
certain conditions. A test may measure the learning ability, recall of history, and accuracy. Every test is simply a job designed to let you know what you can do.

In order to work properly a standardized test must be both valid and reliable. A test is valid if it is measures what it is intended to measure. A test is reliable if it yields about the same score every time the same individual takes it. To established the reliability of a test, it is given to same group of people on different occasions. The more consistent are the scores of each individual the more reliable the tests. Generally, long tests are more reliable than short tests because they provide the larger sample of a person’s performance.

There are various kinds of tests as:

- Tests of learning ability.
- Achievement tests.
- Aptitude tests and Interest tests.
- Measurement of Personality etc.

Achievement tests are similar to tests of learning ability. But the content of achievement tests is much more closely related to a specific field of learning. Achievement tests measure learning accomplished over a short period of time, a semester, a year or two years.
ACHIEVEMENT:

Since the time, the child enters the society as an infant, his test starts. Various incidents, problems and difficult situation, present problems before him, and he tries to solve them. These problems and difficulties are nothing but the test of his capacities. He passes through at these difficult situations and achieves success and failures. In short it can be said that it is not possible to imagine a world without examination and test.

Now it is more or less recognized fact that the prevalent system of examination is not capable of testing the ability of the student in proper manner. The prevalent achievement test is not possible to bring about promotion of the students, because it is quite possible that all students possessing the similar IQ shall not be able to acquire equal knowledge if their environment is not similar. Due to these reason the new method of achievement tests was introduced.

ACHIEVEMENT TESTING:

Achievement refers to a positive motive to attend success in competition with a standard of excellence. Other people might be motivated in a negative or aversive fashion by competitive situations for these people, cues of competition suggests some are the unpleasantness experienced in past failures and even offer the possibility of greater pain through yet another failure.
The person who experience the positive effect from competitive situations has a need for achievement (n achievement) where as the person who experiences negative effect is motivated by a fear of failure (‘f’ failure). A person for whom competitive situations elicit positive affect will act so as to continue and enhance the situations where as a person motivated to avoid failure would try to leave the competitive situation or at least terminate it as soon as possible.

**STANDARD TEST OF GENERAL ACHIEVEMENT:**

A standard test is one that has been administered to a comparatively large number of persons of known characteristics such as fifth grade children ten years old, and children in a large city school system etc. Thus the score any child obtains on a standard test can be interpreted on the basis of the scores obtained by the children on whom the test was standardized.

Standard test of achievements are divided into several groups:

- General Achievement Test Batteries.
- Subject Matter Achievement Test.
- Diagnostic Test.
- Skill Examination.

Frequently, achievement test scores are used in evaluating the influences of courses of study, teachers teaching methods and other
factor considered to be significant in educational practice. In using tests for evaluative purpose it is important not to generalize beyond the specific element measured.

For example to identify teaching exclusively with the limited products measured by the ordinary achievement test would be to define effective teaching too narrowly. It is essential that researcher recognizes that the element of situation under appraisal need to be evaluated on the basis of a number of criteria, not nearly on a few limited aspects.

Academic achievement is the product variables which gets toned up or down, by the positive and the negative influences of host of independent variables, such as medium of instructions, sex, age, nature of school, socio–economic condition etc. To find out the definite correlation between the dependent and independent variables these researches were carried out.

**MEANING OF NEW ACHIEVEMENT:**

Since the psychologists were not satisfied with the present achievement test system, they introduce a new method of testing achievement of the student. It is more scientific method and it is known as new type of examination.
ACHIEVEMENT TESTS:

By an achievement test, we mean the test of academic performance of a student and achievement test is measure of learning itself.

PURPOSES OF ACHIEVEMENT TESTS:

Following are the purposes of achievement tests

- To diagnose students strength and weaknesses.
- To motivate students.
- To predict the future progress.
- To report to the parents.
- To reflect teaching effectiveness.
- To admit students.

TYPES OF ACHIEVEMENT TESTS:

- Standardized test
- Teacher made test

PRINCIPLES OF USING ACHIEVEMENT TESTS:

E.W. Menzil observed that whether old – type or new – type, we should observe among other the following principles:

- It will be general and comprehensive enough to test thoroughly the pupils mastery of the desired skills or grasp of a subject matter.
- It will reliably grade the pupils into at least six to ten categories.

This modern age achievement is considered as a key factor for personal progress. Moreover, the whole system of education revolves around academic achievement. Individual differences result in diversity among students in their academic achievement (Patel, 1988 and Khader, 1992). But, apart from the general mental ability, other factors such as study strategies (Caldwell, 1982 and Delucchi, 1987) and personality traits like interest and achievement motivation (Sherrill, 1988 and Rajani, 1991) are also considered as determinants of academic achievement. Lack of commitment and involvement seems to be associated with poor achievement. So for excellence, proper motivation and the use of suitable study strategies are necessary.

**Parental involvement:**

Parental involvement is the necessary thing when it comes to child’s educational development. Early and consistent parental involvement in the child’s life is critical such as reading to children at any early age, teaching patterns, interpersonal communication skills, exposing them to diverse cultures and the community around them, educating them on a healthy lifestyle, etc. The socialization and academic education of a child are aided by the involvement of the student, parents, teachers, and others in the community and extended family. Parent involvement
is more that the parent being the field trip helper, or the lunch lady. Parents need to be asked about how their child learns best. They need to share their expertise about their careers with the children. Today’s educators need to remember parents are the child’s first and foremost teacher; don’t always feel you are the expert, learn from parents about the child. Academic achievement and parental involvement are strongly linked in the researches. Many schools are now beginning parental involvement programs in a more organized fashion, in part due to the No Child Left Behind legislation from the US Department of education. Roles of men and women are also changing (Hoffman 1984b; Lamb and Sagi, 1983; Pleck, 1985). It is therefore reasonable to expect that home environment is totally different from literate and illiterate homes. Mothers at home for most of the time and have lots of leisure, which may interface with the life of their children and other members at home.

Owing to competitiveness in academics and diversification of courses, adolescent children need the presence and help of their parents. In today’s world of competition the job of the mother is essential to keep pace with the present educational system and the world of work. Not only for their studies, but also for their career choices they require parental guidance. On the other hand, high competitiveness and demanding nature of jobs not only make the parents frustrated, but they also pass on their job hazards to their adolescent children (Lawyer Lisa Kay Bennett).
The stresses and strains of parents sometimes create tensions and affect their family relationships. It can be said that material employment can have both kinds of effects, positive or negative on the family environment and academic achievement of children.

**SUMMARY OF RELATED LITERATURE:**

In short it can be said that the present research work is quite different from the above mentioned research work. There is no similarity among the present research work and the reviewed ones. The present research work has been done with a different angle to know the achievement, study habit and TV viewing behavior of the secondary school students. The present study is conducted to find the impact of mother’s educational status and its effect on study habit and TV viewing behaviour.

The review of the related literature helped the researcher a lot in framing of the problem sampling, methodology construction, statistical treatment that can be employed but the researcher has not taken any material from the above said researches. She has done her work own.

After going through various related literature the researcher prepared a comprehensive design of the research keeping in view objectives of the study and the hypotheses to be tested. A detailed account of the same is given in the next chapter entitled, “The Research Design.”