

**A STUDY OF CONTENT ANALYSIS OF
MARATHI CHILDREN PERIODICALS
FOR ENHANCING MULTIPLE SKILLS
AMONG CHILDREN**

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By

DR. GEETALI TILAK

(BCS, M.J., MBA, PH.D., D.LITT.)

DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION

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Undertaking

I Dr. Geetali Tilak is the Ph. D Scholar of the Tilak Maharashtra Vidyapeeth in Journalism and Mass Communication subject. Thesis entitled A STUDY OF CONTENT ANALYSIS OF MARATHI CHILDREN PERIODICALS FOR ENHANCING MULTIPLE SKILLS AMONG CHILDREN under self supervision, Solemnly affirm that the thesis submitted by me is my own work. I have not copied it from any source. I have gone through extensive review of literature of the related published / unpublished research works and the use of such references made has been acknowledged in my thesis. The title and the content of research is original. I understand that, in case of any complaint especially plagiarism, regarding my Ph.D. research from any party, I have to go through the enquiry procedure as decided by the Vidyapeeth at any point of time. I understand that, if my Ph.D. thesis (or part of it) is found duplicate at any point of time, my research degree will be withdrawn and in such circumstances, I will be solely responsible and liable for any consequences arises thereby. I will not hold the TMV, Pune responsible and liable in any case.

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Signature :

Address : 568, Narayan Peth, Pune - 411030.

Ph.No. : 9422029039 **e-mail :** geetalitilak@gmail.com

Date : October 2018

Place : Pune

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Chapter: 1

Introduction

Communication and mass communication have its importance in development of a society or for development of an individual. From the birth, child starts communicating to his mother and later on to family members around him. A child or baby shows his or her existence by crying to attract everyone's attention around him. Later on child starts picking up various novice things from its family, environment, surrounding, children groups and schools. He learns cultural habits as well as logistic intelligence.

For this learning process he needs communication accessibility. In later stage child comes across on communicating other social groups because of mass media and television channels. Children magazines dedicated children or school channels help him to know the world.

In Upanishad's it is mentioned that a child learns 25% from its teachers, 25% from books, 25% from around surrounding and friends and 25% from experience. For sibling we find the younger one adopts more knowledge from his elder sibling.

Nowadays because of development of information technology, child learns more than 25% from print and electronic media. Child is socialized because of various media's from mass media. Child can socialize himself not only for his town but to international cultures.

Educational Backdrop

India has a rich cultural heritage. As Indian, cultural is one of the oldest developed social cultures. Various Vedas, Upanishads, Brahmins have studied child's development and education in depth.

Even today we find the same educational theories with different tools, policies and practices.

All the educational experts were convinced that curriculum of the primary schools should help child to learn various arts, crafts, languages, mathematics in free atmosphere.

Concept of Multiple Intelligence

During research I came across the concept of multiple intelligence methods like -

1) Linguistic intelligence - like

Listening,

Working,

Reading,

Development of dictionary,

Communications using word processors,

Multiple linguistic knowledge.

2) Mathematical - logical & intelligence - like -

Mathematical calculations and logic in it,

Problem solving,

Logical sequential presentation,

Scoring,

Memorizing solutions and multiplying,

Quantities,

Category qualification etc.

3) Special Intelligence likes -

Graphs,
Maps,
Diagrams,
Visualization,
Pictorial memory,
Puzzles,
3-D construction,
Art appreciation,
Pictorial symbols,
Ideas,
Painting,
Craft,
Coloring,
Visual thinking,
Creative drawing,
Optical illusions,
Visual awareness,
Sketching.

4) Logical physical intelligence - like -

Creative logical movements,
Commutative thinking,
Physical awareness,
Body anatomy,
Crafts

Gardening,
Games,
Material arts.

5) Musical Intelligence likes -

Singing,
Whistling,
Rhythm music,
Use of various musical instruments,
Group singing,
Songs,
Musical mood,
Music appreciation,
Disco creating new melodies.

6) Interpersonal Social Intelligence -

Group discussions,
Interaction,
Chats,
Board games,
Sharing,
Clubs,
Parties,
Social gatherings,
Attending meetings,
Group brains forming sessions.

7) Interpersonal individual intelligence - like -

Private study,
Personal friendship,
Personal time,
Home work,
Self paced instruction,
Individual habits,
Individual projects and games,
Self teaching methods,
Painting,
Motivation,
Diary writing,
Letter writing,
Individual aims and objectives.

Reference : Shodhaganga Website - Developing multiple intelligence training modules for preschool teacher.

Researcher - Partani, Swati (SNDT)

Reference : Shodhaganga - by Alen Prakash Guide-
Thulasadharan T.V (Mahatma Gandhi University)

Through these multiple intelligence concept, I tried to find out the use of this intelligence theory to children magazine policy.

Tools for multiple intelligence

I have seen Mothers putting peanuts or rice flex spreader on table or ground, whereas my son try to pick them up and eat them. It took few months for him to synchronize the movement of his fingers, hand and

mouth. This simple method helped him to understand distance and logical physical activities.

Now a days with exception of poor families, children get variety of toys designed to improve his mental, physical, musical intelligence. Toys are designed in such a way that along with entertainment children are accessible to various other intellectual like realizing alphabets, coloring, counting, drawing, reading size and colors, recognizing various animals, birds, fruits, geometrical figures and so many. The electronics have played wonders in children toys. Through one toy child can learn more things without help of teacher or parents. The computer tells him whether he is right or wrong.

Preprimary School Curriculum

Today school curriculums are designed to give access to a child for different intellectual activities. Preprimary schools are facilities with number of activities and tools which gives freedom to the child to choose. Mud, sandpit, water pools, oil clays, craft, alphabets, songs, small trips, gatherings, uniform, drawing, painting, group games, mathematical, coloring, cultural activities etc. helps children to do activities of their liking and mood, which helps them to socialize, share, and compete with other children.

Primary Schools

Primary School facilitate students with outdoor games, craft and parting, musical classes, computer literacy, indoor games, participating in gathering, environment awareness along with their normal curriculum of different languages, math, science, history etc.

Mass Media & Communication

Whether it is child growth or personality development of a youth, Media plays important role. Now a days television channels have reached to 70% of houses in India. Every viewer is socialized to the entire world.

Newspapers have also reached in rural areas and have reached on its highest circulation along with literacy rate. This helps its readers to know various news around them and in the world and elite as per the need of their readers.

Electronic Media or internet is available only to elite and educated class. Though they are small in percentage, have purchasing power and all the commercial programmes are tailor made for them. Internet media have additional facility of reciprocal communication which helps the users or stake holder to communicate each other be socialized to the world.

Children and Media

As may focus of research his limited to effect of media for children growth. During research, researchers found that overall programmes or channels or children magazine or space in the newspaper is less than 5% than their total output.

Internet usage is only accessible to elite class. So normal children are accessible to adult's programmes which affects the behavior of a child. Even while considering toys, we find guns, machines guns, blasting sounds, sword, pistols, which I think is the reaction of surrounded media effect.

As the media have long lasting effects in socializing the peoples all over the world, its use in child's growth can help the parents or school teacher for development of multiple intelligence.

The media facilities in Schools

In India policy decision was taken to introduce dedicated lines to school by HRD and UGC which facilitate urban as well as rural students. These programmes are focused on various age groups of student. Because sudden change in information technology, it is difficult to update the teacher who are already in employment. But Government has taken the decision to facilitate their teacher all over India with introduction of educational dedicated channels.

Similarly in 1980 Kesari daily newspaper experimented 10 standard lessons which helped lacks of students in urban and rural areas. Now practically all the Marathi newspaper has added such articles which are aimed for educating school children. Newspapers have also added children page in their Sunday issues.

There are very few children magazines in all over India. As children do not have purchasing power and very few adults feel it necessary about the role of mass media in development of child. Even children do not get time to view children channels except Sunday afternoon. As all the family members choose the programmes they like when they are free.

As dedicated programmes are released on particular time, it restrict to the accessibility of the programme to the student.

It is necessary for teachers to accept this change in a role and teachers should be motivated for innovating methods, then only proper atmosphere for the media can be used through dedicated lines will be successful. There is variety of culture, languages and remote areas over population in India. But only mass media can solve these problems.

It is necessary that facilities of mass media should be made available

in schools and home, which can help parents and teacher to grow their buds.

The social family system in urban areas is crystallized 3 to 4 member family. Working husband and wife can spare hardly any time for their children. They mostly depend on curator or childcare centers and mass media applications at home. In such a situation socialization of a child mostly depends on Television channels, Tabs, CD's, children magazines and toys. Children can interact with society only in childcare centers or schools. Whereas we come across various psychological problems with teenagers. There is no one to communicate with him.

Intellectual skills are developed in the child during age group of 6 to 14. It is a time when systematic efforts are needed for development of child. And along with other media like schools, grounds, classes, parents, mass media can facilitate wonders.

As my research is about effects of mass media in multiple intellectual skills in a child, a researcher have studied orient and modern educational history, theoretical part of child psychology, mass media its effects on society and multiple intelligence tools and practices. This helped me to complete my research with different dimensions.

History of Children periodicals and newspaper supplements with special reference to CHAWA.

Print Media have a long history of communicating knowledge and information to masses. Print Media plays an important role in transformation of human being. It is a thought provoking, activity which affects minds of the readers. Media helps its readers to criticize his opinion by reading varied angular articles in the newspapers.

Similarly, not only Print media but all kind of mass media makes long lasting effects on the psychology of its readers or viewers.

Lokmanya Tilak's editorial work has proved how media can transform the mass mind of the people for their freedom.

After independence the role of media changed to its original objective of selling news and information. After introduction of television media where reading skills were not required --- more effective because of its viewing characteristic to co-op with the competition print media added one more feather to its original object i.e. they introduced various articles about literature, politics, social, economic and entertainment in nature.

In 1980 onward after introduction of color offset printing newspaper industry introduced various supplements catering, gender and all age groups in the family.

Children, Youth, Women, Finance, Market, Educational, Literature, Entertainment, Movies etc. supplements were introduced.

Children section was the most neglected part in print media. During 1990 onward various newspapers started sharing one page in their Sunday supplement for children, which used to contain a cartoon strip, comics, one story, some historical story, poems or information of some festival.

There was number of children magazines, book, workbook, cartoons in English medium. Developed countries published number of print material which can help children to develop various intellectual qualities in the child. Even today we can get in market various book which develops the skills of painting, art and craft in the child.

Marathi or vernacular language readers, so the publisher never gives any serious thought where they could have used print media for

development of the next generation. Even Marathi readers never changed their mentality to purchase magazines or periodicals for their children.

But there were few national level periodicals that launched their product on large scale. Color offset printing, helped them to improve their printing quality, as children likes to look at colorful pictures. These magazines tried hard to make the attractive for the teenagers. And eventually to attract for reading.

Here are few successful children periodicals.

1) Malayalam Manorama introduced a magazine 'Magic Pot' which is now converted to weekly, for the age group of 3 years to 7 years. They published contents like stories, puzzles, coloring, activities to encourage English reading and writing. The weekly also have tattoo, stickers or posters.

2) Highlights Genre

A children magazine for 2-6 years kids. It contents attractions like wonder, promoting reasoning, problem solving, stories and adventures.

CHAMPS - is the higher version of highlights Genre which deals with age group between 6 to 12 which contents like cooking, silly (funny) activities, post cards games etc.

3) Robin age

Is a child weekly for the age group of 4 to 6 years. The contents very with current affairs, which includes moral lessons, new books to read, puzzles and some creative activities.

4) Tinkle

A 12 page magazine with several stories, cartoon characters like Ramu and Shamu, Comic picture stories and regular craft, jokes, revering* puzzles and experiences of young achieves.

5) Champak

Champak is a popular child fortnightly which contents comic strips, modern stories, jokes, puzzles and brain teasers.

6) Chandomama

Are the classic Indian style stories for children and imaginative stories and puzzles and quizzes.

7) Children's Digest

The children magazines to cater for the age groups 6 years above.

It contents questions, snippets, jokes, word puzzles- crossword, brain teasers, curious facts, short stories, competitions etc.

And

8) Few periodicals like Impulse Toot, Kids Explore or brain wave, Which deals with scientific related stories, digital savvy world, animated characters, various activities, puzzles, picture fun, photography and simulates the love for English language.

History of Marathi Children Magazines

After Independence in second half of twentieth century few children magazines like Chandoba, Kishore and Bal Sahyadri were the only children periodicals available for the Marathi kids.

Chandoba was printed in different languages and having four color printing contents illustration, panchtantra stories and old classic Akbar-Birbal stories and mythological stories. It was highest circulated magazine have Bodh Katha. In a survey carried by Kesari-Mahratta Trust, it was found Chandoba was more popular in new literate people with an age group of 24 years and above rather than children.

Marathi readers or parents never thought largely for buying separate periodicals for children.

Bal Sahyadri

Was the children supplement with Sahyadri magazine. Late Indutai Tilak- a grand-daughter-in-law of Lokmanya Tilak started this magazine- with a view to cater intellectual qualities in the children. Bal Sahyadri contents Sanskrit Shloks, Stories (Bodha Katha), Poems, Pictorial puzzles and art & craft like Origami (Japanese paper folding art), comic strips of popular classic stories and a creative lantern in its Diwali Issue.

Kishore

Maharashtra State Government started a children magazine named KISHOR. The idea behind this magazine was to provide children additional information and cultural activities in entertainment format. As the magazine was totally sponsored by Government, the price was

low and was freely circulated to all the schools of Zilla Parishad and municipal schools. But is also available with vendor.

CHHAWA

In 1985 Kesari-Mahratta Trust published a separate children magazine Chhawa. Dr. Deepak J. Tilak was the first editor of this magazine, who developed an idea of Bal Sahyadri, with new contents of Art & Craft, adventures, Comic Stories, games, pictorial puzzles, crosswords and many activities for children, painting, animal travelling, jokes, Industrial information, recopies. In all the Diwali issues of Chawa a unique lantern and copy of fort was introduced as a craft, which was the uniqueness of its own.

In addition world knowledge, various competitions, greeting cards etc. were introduced with cultural activities.

Though Chawa has its own readership, few years back it become a weekly supplement with newspaper Kesari with two separate issues in Summer and Diwali vacations.

Like all other Indian magazines Chawa had introduced new contents to developed Marathi language children a liking for English language.

Now Dr. Geetali Mone (Tilak) is the new editor who have introduced bilingual theme to cater Marathi children studying in English medium schools.

"Chawa" is such a children magazine which does not aim at entertainment. Its editorial focus is to develop intellectual skills in the children. This approach helps the rural population to support their transformation approach.

The aim of Chawa is reflected from its objective, which is printed under the Title Chawa.

*“ जा छाव्यांनो करा गर्जना, दुमदुमू द्या जयनाद पृथ्वीवर,
मानवतेवर प्रेम करा; पण तुटून पडा जा मदमत्तांवर ! ”*

Current Curriculum Development

During attention upon the experiments gain them SIT INSAT- IB - routine transmitted educational programmers which are received by over 1,00,000 community viewers where television sets are provided by the Government programmers for primary school children for 90 days was provided by Inset who also offers service for training school teachers in multimedia.

After discussions writer have to Cop-up with the advantages and disadvantages of each media and have to change accordingly Ref. electronic media communication and management by Ved Prakash.

Like television radio press media books multimedia compact disc and various digital and mechanical play or taxies makes effects on children education. Tories Plays like Mechano or Lego helps children to use their imagination for construction and helps to develop logic. Whereas story books tell them the good and bad behaviors in society. Art and Craft books help then to use their inbuilt skills for new ideas. Whereas few books help them to know to their culture, religion, society, natural habits to built their own dream.

Multimedia have through CD or television or computer or u tube have extended the reach to various to children by way of stories, and information only objection to it is a gleam. Children through this media get access to all type of stories which are difficult to understand.

Media and Young Children's Learning

Important conclusions of the Research study (2008) made by-

(a) Heathe L. Kirkorean

Research Associate university of Massachusetts

(b) Ellen A. Wartella

Professor Executive University of California

(c) Donial R. Anderson

Professor - University of Massachusetts

1. Electronic media particularly T.V. has long been criticized for their potential impact on child and it is doubtful whether media exposure influences cognitive development and academic development in the early stages of child development.
2. A media appeal which is well-designed, age-appropriate and has an educational approach, it can be best understood by infants and toddlers and such a rational appeal can facilitate learning by children about real-life experiences. Audio visual appeal through T.V. providing exposure in the first few years of life. (Age from 3, 5, 8 years) may result into poor cognitive development.
3. Contents of Audio-visual appeal made to children of age over two through T. V. have considerable impact on cognitive skills and academic achievements provided early exposure is designed around an educational curriculum.
4. Exposure to pure entertainment and violent content is associated with poor and lower cognitive development and academic achievement.

5. Producers and parents can take steps to maximize positive effects of media appeal and minimize negative impact on children.
6. Research on children's T.V. viewing can provide guidance to producers and parents for enhancing appropriate learning by children.
7. Parents, on the basis of such guidance can select well-designed and age-appropriate for viewing along with their kids and help positive effects of educational media.
8. The authors have also provided guidelines to policy-makers in the context of Primary Education for pre-school children and society for regulating media-exposure with a view to effecting academic achievements for children.

Ideas, Aims, Methods of education Effects Multimedia and Journalism or Pre-Primary and Primary Education

Children over two years learn from multimedia. Early exposure to various environments makes positive and negative effects. Programs designed for pure education with curriculum enhance the child's skills and understanding but other programs are share- entertainment and affects child's academic encashment of knowledge. In this context it is necessary to take a short-view of the relevant research studies made by scholars and scientist in Child Psychology and Child behavior in response to appeals made by multimedia.

Chart

Names of Research Scholars	Year	Topic of Research
Friedrich and Stein	1973	1. Domain of cognitive ability
Gadberry	1980	2. T.V. viewing
Singer	1990	3. effect of T.V. viewing on Children's School-readiness and lognitive outcomes
Voort & Volkenburg	1994	4. Benefits of educational T.V. to children from episodes.
Mac Beth	1996	
Geist & Gibson	2000	5. T. V. demonstrated
Wright etal	2001	improvements in educational domains.
Hancox etal	2005	
Sharit and Sargent	2005	
Limmerman and Christaki	2005	

Other contributions are from- Bogatz and Ball (1971), Singer and Singer (1981), Davis (1989), Halletal (1990), Reice etal (1990), Huston (1992), Mac Beth (1996), Singer and Singer (1998), Crawley (1999), Anderson etal (2001), Naigles and Mayux (2001), Wrightetal (2001), Buckingham and Setton Green (2004) and Fisch (2005).

Chart

Names of Research Scholars	Year	Topic of Research
Johnson	1985	Report on 'high achievers' using T.V. as a complement to school learning 'low-achiever' using T.V. as a substitute for it.
Johnson etal	1983	Positive influence of parental restriction and adult-involvement on academic achievement
Lemish & Rice	1986	
Singer and Singer	1998	
Sharit and Sargent	2005	
Anderson etal	2001	'Content' as a stronger prediction of developmental outcomes than 'time spent' on viewing.
Wright etal	2001	
Leinebarger and Walker	2005	
Cabloude	1966	effect of 'content' on girl's and 'boys' attitudes (Huston etal - 2007)
Strouse and Buerkle		
Rothfuss	1987	
Anderson etal	2001	
Conclusion - Value-addition studies are necessary for children in post-school years.		

Other research studies and theories on child behavioral response to T. V. and other media appeal.

The guidelines suggest that social science research in Child psychology should not continue their research in providing only implicit theory describing how viewers watch T. V. Program contents should be scientific analyzed by scientists and celebrities in the field by education for rational cognition. Such analysis will facilitate children's exact comprehension by children in pre-school years. Such a research should emphasize the importance of children's potential ability to discriminate between what is ethically good (appropriate) and what is irrelevant and trash. Educational T. V. programs designed around an educational curriculum should be discovered by providing rational Censorship by the academicians and policy makers. Educational programs which aim of development of positive and moral aspects are to be encouraged and media-appeals having only entertainment and violent content should be discouraged by the society.



Chapter: 2

Literature Review

For research it is necessary to read basic as well as developed ideas of the subject. As a print media student, I have basic knowledge of print media. But the development of information technology during my studies was so fast that it makes me necessary to get me update for other multimedia. During my studies, I could feel the long lasting effects of media on the society. There were positive as well as negative effects of various medias on the society.

When I crystallize my objective of research in development of a child and role of media, through literature review and various research papers, I came across the contents of multiple intelligence factors required in child development.

*(Ref. Multiple Intelligence Questionnaire -
teachersvision.com)*

While reading, Ref. - Research Methodology - The discipline and its dimensions by Jai Narayan Sharma, I could fix my objective and decide my research methodology and could fix my questionnaire to asses or to find the solution for my hypothesis. This review also helped me to enlarge my scope for all the mass communication Medias rather than restring it only for print media. But to limit my research I restricted my research in detail for print media.

Print and electronic media have got its impact on society. The

theories of mass media. The message is reaches unidentified group of people with separate life style, gender, economical groups, religious, language etc.

So the impact of mass media differs from individual to individual.

To understand how one respond to media messages, we have to classify the group of individuals, according to social, economic categories.

"The category approach suggests that specific categories of people react are the same way to media messages. Although the simplest way to group an audience into categories is by demographics, researches are looking more and more of the psychographic components of the audience."

Ref. by Jitendra Kumar Sharma - in book print media and electronic media.

"The perception we hold prior to reading results in selective perception, preconditioned attitudes and opinions."

(Ref. By Jitendra Kumar Sharma)

Mass media plays a vital role in social and cultural development. Effects of print media and television affect socialization of children. After reading some news items or photograph, adult may sleep thinking. But child may have nightmares about evil forces. Through mass media children built their language dictionary and obtain knowledge about outside world.

Today different mass Media's acts differently on an individual.

Everyone has got more choice of mass Medias. But media can be used in positive way to achieve various objectives.

According to Shri. Jitendra Kumar Sharma- As consumers of mass communication, we are constantly exposed to information that both informs and persuades information about new discoveries in technology products designed to make our life easier, inventions and other innovative procedures. The importance of mass communication is convincing us of the worthiness and benefits of various innovations have been investigated for some time."

In short media have got impact on social behavior of a man and it can be utilized for the development of the child to make him more social, and to develop his linguistic intellectual, to develop his own intellectual intelligence.

As rightly said by K. R. Yadav in his - Social Effects of Mass Communication on Pg.111, Responsibility for socialization is cordially located in specific people or institutions, depending on the normative area involved. Early toilet training is usually directed by the mother, whereas occupational training is supervised on the job by other members of the occupation or by specialists for a vocational or professional school.

"It is important to remember, however, that mass communication is only one of many sources of socialization for the child and the adult."

In modern day Techno cultural Technology plays a vital role in social communication. But uncontrolled communication technology affects negative social culture and leads the masses with wrong assumptions. So many countries passed cyber laws to retain national culture.

But techno culture when used for positive subject can help the society to develop young generation.

As per Leila Green in Communication, technology and Society- on Page 221 - "Information societies have identified their educational system- schools, colleges and universities as a major locus for technological dissemination. The education system is a key techno cultural environment through which students are introduced to application of digital technology. They learn about the technology, but more importantly they have to use the technology to research the content and to produce the products assessed by teaching staff. In this way, regardless of subject the learning environment ensures that educational achievement is synonymous with exposure of information and communication technologies. Nonetheless, are information divide still remains between the information rich and the information poor are both national and international contents and not all educational institutions having equal access to or equal facility with new technology?"

While relying on modern communication technology, Because of the cost involved in accessibility in India or under developed countries, the child or youth do not get free access to information. Surveys have found that even in rural areas, it is difficult for students to get access to modern technology.

In such cases it becomes necessary to provide some free accesses by government and to rely on traditional communication Medias like print media and broadcast media.

When we think of the effect of media on children, we must know the broad outline of children socialism.

According to Mr. Keval J. Kumar in his book- Mass Communication in India, Children come under three kinds of social control -

- 1) Tradition orientation- social control based on tradition.

- 2) Inner orientation- social control achieved through standards, guidelines or values existing in each individual and
- 3) External or other orientation - social control achieved by conformity to standards existing in other persons and groups.

The child is encircled by the environment other than school or family through media - as can get information of outside world.

For effective communication mass media have to target educational or children programs to particular age groups. As children do not have purchasing power, no commercial proposition aim toward children. So the bad fact about the media whether prints or radio or television less importance is given to children. It broadly calculated only 4 to 5% of total time is aimed for children programmed.

To know the multiple intelligence and its classification. I search Shodhganga and found techniques and material - stating multiple intelligences strategies such as-

- 1) Linguistic Intelligence
- 2) Mathematical Intelligence
- 3) Special Intelligence
- 4) Physical Logical Intelligence
- 5) Musical Intelligence
- 6) Interpersonal Social Intelligence
- 7) Intra personal Intelligence

Ref. Shodhganga Website Researcher Pranati, Swati.

Guide - Sonawat Reeta (SNDT) and Researcher - Alen Prakash

Guide - Thulasidharan T V (Mahatma Gandhi University)

As per Curtis Davis - assistant superintendent in the book media education on page 169 - "Effectively used audio visual materials represent one of the great advancement in education during past few years. As the schedule coordinator much depends on you as how well these materials are used. The extra work required and the many co-ordination duties are well known and appreciated by all."

Usage of mass media in school teaching have opened horizon of updated knowledge to the student. In India only costly equipment, variety in languages, no of population, user friendly teachers for new technologies limit the utility of these facilities.

Media and literacy movement in India- by Sureshchandra and Kulvinder sing mentions-

National policy on education (1986) "Both the literate and the educated will be sensitized to take literacy work with as sense of pride patriotism and social obligation. The community of learners will be motivated and mobilized for literacy to perceive the need for literacy and internalize this need for their collective well-being. For the purpose environmental building activities would continue to be taken through organizations of Jatras, street plays and natak"

The Joshi Committee shows out that media can help the development of nation through providing knowledge to newly literate citizens of India.

- 1) By removing traditional resistance to mass literacy and education.
- 2) Developing patriotic and idealistic elements.
- 3) Educational campaigns
- 4) Increasing awareness in masses about importance of literacy and education.

The power of mass media in communication can create wonders in national development.

As the subject relates to education in order to know the traditional education system in India, I went through various books like -

1. History of Indian Education by Bharati Sharma.
2. Bharatiya Shikshanacha Itihas - Britishkalin Shikshan (Marathi) by Prof. A. L. Mali and
3. Bharatatil Prathmic Shikshan by J. P. Naik.

After studying all these books, it is proved that even from Vedic period all the Rishis studied in depth about development of a child. Even if we observe the Mahabharata and Guru Drona, we find there was freedom for choosing the art which they like. Arjuna chose Archery but all his other brothers choose their weapons as per their likings. There was multidiscipline education. Today we talk about choice base education. But during Mahabharata period same was available to all the students.

Lord Krishna, Balram and Sudama were admitted to Sandipani Ashram, but everyone was taught different skills.

In British Era education was limited for basic administrative skills. Lokmanya Tilak started his career from National Education. During all his life he spoke about national education which can help Indian citizens to develop their skills in other fields like farming, industry, trade and creative research. The education which will facilitate the Indians to uplift their countries economy.

After Independence Mahatma Gandhi, Dr. Zakir Hussain, Shri. J. P. Naik and many other educationists studied educational system and a plan for Indian Education for future.

But there was hardly any change in Higher Education. It carried the same British educational system restricting choice.

But in twenty first century after Globalization U.G. C. carried a choice base credit system and now thinking skill development programs.

Development of mass communication technology had an impact on society, economics, trade, research and education. Now teacher is not the only source of knowledge. The role of a teacher has changed not as a sole deliver but as a friend or leader in group.

The work of Shakuntala Banaji

Indian media is booming and the industry is expected to continue growing at an average of 13.2 per cent a year until 2015, making it a 1,199-billion-rupee market. LSE's Shakuntala Banaji considers how the proliferating media environment impacts Indian children and their ways of learning. The media environment surrounding children in Bombay (currently known as Mumbai) has grown breathtakingly since 1992. Several hundred national and international cable and satellite channels, broadband internet, social networking sites, MP3 players and mobile phones with cameras have entered middle-class homes. In small towns and villages, the dispersal of satellite television is growing, though in remote rural areas computers remain a luxury for a tiny minority. However, the media environment of millions of children growing up in many (but not all) small towns and villages across the country remains limited: some radio or magazines, the occasional parent with a mobile phone, little access to television, rare sightings of a computer in a village school or NGO Centre, no access to the internet or to cinema, and no chance to discuss or

experiment with media making—access gaps that are frequently overlooked in writings about children in the Global South.

In this context of highly uneven access to media and other resources, discourses about children and media have remained monolithic and stagnant, falling into one of two paradigms. The first is a 'hypodermic' effects paradigm, which focuses on content in a negative or, occasionally, a celebratory manner. The protectionist stance that sees 'western' media as dangerous and having negative effects on 'Indian' ethics and culture is one example. The second paradigm ignores content and views all developments in Indian media and communications – particularly those associated with the ICT sector – as beneficial because they make India (apparently) more 'modern' and 'competitive', closer to so-called 'developed' nations. While a host of other positions do exist, these are rarely articulated (Shakuntala Banaji, 2016).

Views on Multiple Intelligence

1. Howard Gardner on multiple intelligences

Howard Gardner viewed intelligence as 'the capacity to solve problems or to fashion products that are valued in one or more cultural setting' (Gardner & Hatch, 1989). He reviewed the literature using eight criteria or 'signs' of an intelligence:

Howard Gardner initially formulated a list of seven intelligences. These listing were provisional. The first two have been typically practised in schools and the other three are usually associated with the arts. The final two are what he called 'personal intelligences' (Gardner 1999: 41-43).

1. Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use it to accomplish certain written works. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.
2. Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect various patterns, deductive reasoning, and logical thinking.. This intelligence is most often associated with scientific and calculative thinking.
3. Musical intelligence involves performing skills, composition and appreciation of musical sounds. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in parallel to linguistic intelligence.
4. Bodily-kinesthetic intelligence involves the acumen of using one's body or parts of the body to solve problems. It is the ability to co-ordinate mental abilities with body movements. Howard Gardner presents that the mental and physical activities are related.
5. Spatial intelligence regards the potential of space management. It is the ability to recognize and use open spaces and confined areas.
6. Interpersonal intelligence is the ability to understand the intentions, motivations and desires of other people, which would

allow them to work effectively with others. Educators, salesmen, religious and political leaders and counsellors all exhibit a well-developed interpersonal intelligence.

7. Intrapersonal intelligence explains the ability to understand oneself, to appreciate his/her feelings, fears and motivations. In Howard Gardner's view it helps creating an effective working model for ourselves, which will help to bring consistency in behavior.

In *Frames of Mind* Howard Gardner treated the personal intelligences 'as a piece'. Because of their close association in most cultures, they are often linked together. However, argues that it makes sense to think of two forms of personal intelligence. Gardner claimed that the seven intelligences rarely operate independently. They are used at the same time and tend to complement each other as people develop skills or solve problems. People have a unique blend of intelligences. Howard Gardner argues that the big challenge facing the deployment of human resources 'is how to best take advantage of the uniqueness conferred on us as a species exhibiting several intelligences' (ibid.: 45). These intelligences, according to Howard Gardner, are amoral - they can be put to constructive or destructive use.

The appeal of multiple intelligences to educators:

Howard Gardner's theory of multiple intelligences has not been readily accepted within academic circles. However, many educators have successfully applied his theories for solving problems of schooling. A number of schools in North America have structured their curricula according to the intelligences. The theory was used

within pre-school, higher, vocational and adult education initiatives.

At first instance, this theory would appear to sound unrealistic for formal education. It is not easy to teach multiple intelligence with their limitations and constraints. The theory validates educators' everyday experience: students think and learn in many different ways. It also provides educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of the range of learners in their classrooms.

Naturalist intelligence enables human beings to recognize, categorize and draw upon certain features of the environment. It 'combines a description of the core ability with a characterization of the role that many cultures value. The case for inclusion of naturalist intelligence appears pretty straightforward, the position with regard to spiritual intelligence is far more complex. According to Howard Gardner (1999) there are problems, for example, around the 'content' of spiritual intelligence, its privileged but unsubstantiated claims with regard to truth value, 'and the need for it to be partially identified through its effect on other people'.

Existential intelligence, a concern with 'ultimate issues', is, thus, the next possibility that Howard Gardner considers - and he argues that it 'scores reasonably well on the criteria. However, empirical evidence is very sparse. While there may be some significant questions and issues around Howard Gardner's notion of multiple intelligences, it still had utility in education. It has helped a significant number of educators to question their work and to encourage them to look beyond the narrow confines of the dominant discourses of skilling, curriculum, and testing.

2. Multiple Intelligence in the Indian context :

Media and Society

While studying the effect of periodical on children and society at large, it became necessary to study the relationship between media and society. It was observed that News paper as a media was interested in business to sell information but when they became a mass communication tool between readers and newspapers the relationship between the two was inter related. On one hand was the technological invasion and on the other hand the impact of globalization on social and cultural changes. The News reflected these changes which effected society at large.

News in the present form are not meant merely for entertainment but to explore the unknown and to improve knowledge around the world. This credibility in the news content creates opinions for which media is called the fourth pillar of democracy.

Media and Views

Since news is the true reflection of social activities. This information helps to create one's own opinion by understanding views of various sections of the society on certain issues. Lokmanya Bal Gangadhar Tilak had started Kesari and Maharatta in 1881 to express his views about Swaraj, so that he could reach out to people and spread the importance of freedom. Similarly Baba Saheb Ambedkar started 'Mahanayak' to express his views about equality, Gopal Ganesh Agarkar started 'Sudharak' to express his views about social reforms.

Lokmanya Tilak while defending himself in the second sedition case has expressed his views as – ‘There are different views in the society. It’s the duty of an editor to express his views about the various events in the society so that his readers should understand various angles to the writings and the opinion about consequences and its effects.’

Similarly new social problems like reservations, inter gender marriages, gender equality are constantly reflected in media. India is a nation of diversity. Our society is divided into various religions, castes, languages, areas, culture, food habits, music etc. So media is the only common medium for all social and political groups to know each other, which helps create a secular atmosphere. It thrives on a simple principal – Live and Let Live.

This can be achieved by communication only. Everyone has his own thinking. They want to communicate their judgment based purely on their perceived views. Now a days social media like face book, WhatsApp helps individual to communicate with their groups. Though many times it creates commotion and misleads society, but there is positive part also. In free time people get lot of information from around the world. The beauty of media depends on its truth and on the contents.

Importance of media

Media-culture-education:

In India traditional cultural bonding has its effects on society. Many rituals and functions or customs are connected with solar system and seasons –(reference Bal Gangadhar Tilak – Orion pg 19 and 21) Vedic Ashram or religion is the way of life. These cultural events create harmony and peace as well as educate the people with nature

(e.g Padwa, Nagpanchami) These help children to know their surroundings. Children periodicals helps in conveying them the importance of festivals and their relationships with region, season, astronomy etc.

Children in 8 to 14 age are susceptible to understand their surroundings through media , because at this age they gain the ability to read and understand on their own, therefore a variety of information can passed on to them. Children periodicals are child centric and produce content like stories, colours, puzzles, poems, games, cultural features etc. Such children centric periodicals help develop and improve various skills in a child. Children on their own cannot judge instances of what is right or wrong, hence media (audio, video, print) plays an important role in influencing the young minds. Generally it is observed that Media can affect positively or distract children. But if programmes or periodical are not edited keeping in mind the children can have adverse effect on them.

Implementing the arts to develop a child's skills and understanding inside and across areas. Informal teachers can usefully look at this listing in regard of their projects and agencies. The multiple intelligences themselves additionally supply a fantastic focus for reflection. Casual teachers have traditionally been concerned with the areas of both interpersonal and intrapersonal, with a pinch of intelligences which Howard Gardner contrasts with the arts. Looking to naturalist linguistic and logical- mathematical intelligences could help improve their practice.

It is observed a good edited reading material can help in shaping the attitudes of the young in some fashion. Children grasp content as soon as they read it, hence it is extremely important to be selective in what form of information or message reaches young child.

Undoubtedly kid's magazine is a great way to develop the child mentally and physically.

Improves cognitive skills -

Cognitive skills play an important role in the development of a child. These are the core factor that a child should possess to grow as a complete individual. Certain activities such as colouring, crosswords, anagram etc., improves the mental and physical skill of the child.

Increases creativity -

Creativity is not an incident that can emerge any time rather it is a trait that has to be developed. It is simple to develop this trait from the early stages childhood as it is much easier for a child's brain to collect and reciprocate things. Since a child is going to spend some amount of time with a magazine, it plays an important role in improving his creativity.

The multiple intelligences theory has helped educators to reflect on their practice, and given them a basis to broaden their focus and to attend to what might assist people to live their lives well, then it has to be judged a useful addition.

Howard Gardner's multiple intelligences –

some issues and problems:

There are various criticisms of, and problems around, Howard Gardner's conceptualization of multiple intelligences. Indeed, Gardner himself has listed some of the main issues and his responses

where he says he want to focus on three key questions that have been raised in debates. (There are plenty of other questions around - but these would seem to be the most persistent):

Are the criteria Howard Gardner employs adequate? John White (1997) has argued that there are significant issues around the criteria that Howard Gardner employs. There are questions around the individual criteria, for example, do all intelligences involve symbol systems; how the criteria to be applied; and why these particular criteria are relevant. In respect of the last, and fundamental question, White states that he has not been able to find any answer in Gardner's writings. Indeed, Howard Gardner himself has admitted that there is an element of subjective judgement involved.

Does Howard Gardner's conceptualization of intelligence hold together? For those researchers and scholars who have traditionally viewed intelligence as, effectively, what is measured by intelligence tests - Howard Gardner's work will always be problematic. They can still point to a substantial tradition of research that demonstrates correlation between different abilities and argue for the existence of a general intelligence factor. Howard Gardner (1993) disputes much of the evidence and argues that it is not possible, as yet, to know how far intelligences actually correlate. More recent developments in thinking around intelligence such as Robert Sternberg's (1985, 1996) advancement of a 'triarchic model' have shared Gardner's dislike of such standard intelligence theory. However, in contrast to Howard Gardner, Robert Sternberg does not look strongly at the particular material that the person is processing. Instead he looks to what he calls the componential, experiential and contextual facets of intelligence. A further set of criticisms centre around the specific intelligences that Howard Gardner identified. For example, it can be

argued that musical intelligence and bodily-kinesthetic intelligence are better approached as talents (they do not normally need to adapt to life demands).

Is there sufficient empirical evidence to support Howard Gardner's conceptualization? A common criticism made of Howard Gardner's work is that his theories derive rather more strongly from his own intuitions and reasoning than from a comprehensive and full grounding in empirical research. For the moment there is not a properly worked-through set of tests to identify and measure the different intelligences.

While there may be some significant questions and issues around Howard Gardner's notion of multiple intelligences, it still has had utility in education. It has helped a significant number of educators to question their work and to encourage them to look beyond the narrow confines of the dominant discourses of skilling, curriculum, and testing. For example, Mindy Kornhaber and her colleagues at the Project SUMIT (Schools Using Multiple Intelligences Theory) have examined the performance of a number of schools and concluded that there have been significant gains in respect of SATs scores, parental participation, and discipline (with the schools themselves attributing this to MI theory). To the extent that Howard Gardner's multiple intelligences theory has helped educators to reflect on their practice, and given them a basis to broaden their focus and to attend to what might assist people to live their lives well, then it has to be judged a useful addition.

Project SUMIT (2000) uses the metaphor of Compass Points - 'routes that educators using the theory have taken and which appear to benefit students'. They have identified the following markers that characterize schools with some success in implementing practices

that attend to multiple intelligences theory.

Culture : support for diverse learners and hard work. Acting on a value system which maintains that diverse students can learn and succeed, that learning is exciting, and that hard work by teachers is necessary.

Readiness : awareness-building for implementing MI. Building staff awareness of MI and of the different ways that students learn.

Tool : MI is a means to foster high quality work. Using MI as a tool to promote high quality student work rather than using the theory as an end in and of itself.

Collaboration : informal and formal exchanges. Sharing ideas and constructive suggestions by the staff in formal and informal exchanges.

Choice : meaningful curriculum and assessment options. Embedding curriculum and assessment in activities that are valued both by students and the wider culture.

Arts : Employing the arts to develop children's skills and understanding within and across disciplines.

Informal educators can usefully look at this listing in respect of their projects and agencies. The multiple intelligences themselves also provide a good focus for reflection. Arguably, informal educators have traditionally been concerned with the domains of the interpersonal and the intrapersonal, with a sprinkling of the intelligences that Howard Gardner identifies with the arts. Looking to naturalist linguistic and logical- mathematical intelligences could help enhance their practice.

The National Curriculum Framework 2005 on MI Theory:

The basic capabilities, the knowledge of practice and the forms of understanding are the core ways in which human experience has been elaborated in the course of history. All but the simplest kinds of human activity draw upon them—the liberal professions, technology, industry and commerce. They are central to human culture. Imagination and critical thinking are linked in obvious ways with the development of understanding and reason, and so are the emotions. Each of these knowledge are as involves a special vocabulary, concepts, theories, descriptions and methodologies. Each provides a ‘lens’ through which to view the world, to understand, to engage, and to act in it. These are as have developed, and continue to grow, through the contributions of people in the past.

They have also changed in their structure and emphasis. *A variety of intelligence and forms of knowing come into play while learning these areas:* ‘formal modes’ of explicit reasoning and articulation; looking for and evaluating evidence; ‘experiential’ and tacit knowing through doing and undergoing the experience; coordinating and observing; and ‘practical’ engagement, either by oneself or in coordination with others in making or accomplishing something, in addressing problems and issues while charting a course of action.

Creativity and excellence are integral to all these forms of knowledge and knowing. This accumulation of human culture and knowledge, and ways of knowing and doing things, is a valuable part of the inheritance of human society. All our children have a right to access this knowledge, to educate and enrich their common sense, to develop and discover themselves and the world of nature and people, through these lenses and tools.

In India, we have traditionally followed a subject-based approach to

organising the curriculum, drawing on only the disciplines. This approach tends to present knowledge as 'packaged', usually in textbooks, along with associated rituals of examinations to assess, knowledge acquisition and marks as a way of judging competence in the subject area. This approach has led to several problems in our education system.

First, those areas that do not lend themselves to being organised in textbooks and examined through marks become sidelined and are then described as 'extra' or 'co-curricular', instead of being an integral part of the curriculum. These rarely receive the attention they deserve in terms of preparation by teachers or school time. Areas of knowledge such as crafts and sports, which are rich in potential for the development of skill, aesthetics, creativity, resourcefulness and teamwork, also become sidelined. Important areas of knowledge such as work and associated practical intelligences have been completely neglected, and we still do not have an adequate curriculum theory to support the development of knowledge, skills and attitudes in these areas.

Second, the subject areas tend to become watertight compartments. As a result, knowledge seems fragmented rather than interrelated and integrated. The discipline, rather than the child's way of viewing the world, tends to become the starting point, and boundaries get constructed between knowledge in the school and knowledge outside.

Third, what is already known gets emphasised, subverting children's own ability to construct knowledge and explore novel ways of knowing. Information takes precedence over knowledge, lending itself to producing bulky textbooks, 'quizzing' and methods of mechanical retrieval rather than understanding and problem solving.

This tendency of mistaking information for knowledge leads to 'loading' the curriculum with too many facts to be memorised.

Fourth, there is the issue of including 'news subjects'. The need for subjects addressing contemporary concerns of society is important. But there has been a misplaced tendency to address these concerns in the school curriculum by 'creating' new subjects, producing related textbooks and devising methods of evaluation for them. These concerns may be far better addressed if they are incorporated in the curriculum through existing subjects and ongoing activities. Needless to say, adding new areas as 'subjects' only increases the curriculum load, and perpetuates undesirable compartmentalisation of knowledge.

Finally, the principles for selecting knowledge for inclusion in the curriculum are not well worked out. There is insufficient consideration of developmental appropriateness, logical sequencing and connection between different grades, and overall pacing, with a few or no opportunities to return to earlier concepts.

The Children Literature in India

After the world war II there have been tremendous changes in traditions of both American and British children's literature. Importance to education has gained momentum. The living standards of people had increased. Radio, television and improvement in print media have all had tremendous influence on children's literature. Many institutions have been established to promote children's literature. Children's literature of Britain and America had tremendous influence on Indian literature both in English and other regional languages. Yet we have our own history of children's literature in India.

In ancient India Sanskrit language was prevalent. Most of the Indian literature was available in Sanskrit. Brahmana Texts (1000-500 B.C) indicate that oral form of literature existed in olden days. The Brahat Katha or the Great Story by Gunadhya and Somadeva's Katha Sarit Sagar (11 A.D) were popular as the narratives were pure in their form. The Jataka Tales by Buddhists were available. The Jataka Tales are fables on witt and wisdom. The successive generations have drawn inspiration from these stories to produce their own literature.

Since ancient time till the present-day Panchatantra (300 B.C.) has been considered as the main source of children's literature. It was present in the oral tradition and the authors were unknown. Later it was written by Vishnu Sharma in 300 B.C. The book consists of fables with animal characters and aimed at teaching "nithi" (right living) and worldly conduct. Though instructional, the entertainment value of Panchatantra is high. Many travelers from Asia and Europe had introduced the tales of Panchatantra in their own countries. "These have been translated and adapted into more than 200 world languages".

In India children's literature did not exist for a long time. If at all it existed, it was in oral form. The only solace is the bedtime stories usually told by grandparents and mothers. This oral tradition mostly consists of folktale and folklore passed on from generation to generation. These stories are general in subject and not exclusively meant for children.

The establishment of the European colonies, mainly British colonies introduced western literature in India. The western influence was slowly creeping into the Indian homes. The usually conservative Indian society strongly believes in family values and children are the integral part of the family. They are "the nucleus of the society". The

upbringing of children is given at most importance.

In India, many regional language books were produced for children. In Bengal the School Books Society brought out text books for Children and "Peshwabali" the first Bengali Children's Magazine was published.

But the popularity of western literature among Indian children showed their enthusiasm to explore the unknown terrains of the west. The impact and influence of this literature is altogether a different issue which is debatable. Apart from the novels, comic strips like Phantom, Tarzan, Spiderman, Superman, Archies, Tintin etc. were also accepted and extensively read by Indian children even to this day. Though alien, the western culture had attracted and enticed the Indian child audience. The original Indian writings in English by Indian writers started only in late 19th century. The child reader then readily switched on to these forms of writings with equal ease and enthusiasm.

The original Indian English Children's literature was started by some eminent writers who felt the need to produce original Indian stories for children in India. Dhan Gopal Mukhetji, an immigrant to United States has written for children in 1920's. He is the first Indian writer to write in English for children.

Translations have increased the reachability to the concerned audience and had also increased the publications thereby increasing business prospects. Thus, translations are to be encouraged but when it comes to subject content, it is quite a challenge for the people working in this field as it involves vulnerable age groups. This subject content has its limitations as to the amount of information that can be given to the particular age -groups. As age of the child reader is a vital aspect, it is also considered as a feature. Since childhood is

a formative period, the various stages of growth from infancy to adolescents to youth has to be taken into consideration and classified in order to produce suitable fiction for different age-groups. Some critics have tried to classify accordingly.

Over a period of time there is a lot of change in the outlook of children's literature. This is due to change in every society attributed to science and technological advancement. Mass Media has reduced the gap between different cultures. There is more awareness about various aspects due to internet. These aspects have attributed to social and economic changes. Children are not innocent anymore. They are knowledgeable and modern. They cannot be taken for granted. They have started expressing their likes and dislikes. Though they gain knowledge through various sources, they cannot differentiate between what is good and what is bad for them. The difference between adult literature and children's literature is seen at this point. Because of the vulnerability of age, it is very important to censor children's literature. Controversial books are banned at many stages from publication, banning in libraries, book stores, educational institutions and homes. Due to religious beliefs and conflicts between religious perspectives writing of certain literature is strictly prohibited. Authors on their part take care when writing for children.

Due to globalization many cultural exchange programs are conducted by different countries. India being a country of diverse cultures and languages there is lot of scope for translations and exposure to literature of different states of India and other countries. Establishment of many publishing houses both government and private, exclusively for children is an indication of its scope for development and reachability.

Manache Shlok- (A dialogue with the mind): Simple, effective and

powerful shlokas (verses) to introduce kids to have dialogue with mind. Composed in 17th century A.D. by Samarth Ramdas, the 205 verses train the mind to cope with completely different emotions like worry, anger, sorrow, happiness and can help improve emotional quotient. Traditionally kids in Maharashtra have been reciting Manache Shlok every evening, at twilight, sitting in front of a glowing lamp.

Sampurna Panchatantra (Animal Fables): This book consists of original Indic text (composed around three hundred B.C.) by Vishnu Sharma and its translation in Marathi by V.B. Tamhankar. Through animal fables, the book educates kids in niti (wise conduct of life).

Panchatantra are believed to be good bed time stories for teenagers to grasp, mirror and ponder on righteous behaviour.

Balgeet (songs for children) : Toddlers are introduced to literature through balgeet.

These songs explore nature, relations, animals, birds, places, things and emotions as relevant to kids in fun and lyrical manner.

Balgeet stimulate children's imagination, curiosity and observation.

With technology balgeet are obtainable on YouTube, App store and Google Play.

Novels like Faster Fene, a series of novels written by B.R. Bhagwat in 60s narrate detective and adventures of a child named Banesh Fene with nick name Faster Fene. Plot of every novel takes quicker Fene to completely different parts of India with different mysteries to resolve. The stories are full of adventure, humour, probable escapes and anxiety.



Chapter : 3

Objectives and Research Methodology

Introduction

This chapter deals with the research methodology of the current study, including the research design setting, population, sample and data-collection instrument.

Theoretical Framework of the Research

The base of the research subject is impact of Mass Media on child development. So it becomes necessary to know education as well as media and its impact.

Today children have got ample scope of multimedia. They can pick up the knowledge from various mass media like newspaper children page, radio, Compact Disks, Television Channels, Books and Internet or u-tube etc.

1) Ancient Educational Indian Philosophy

Indian educational philosophy believes in liberation. Liberation in education means freedom of access to all branches of education, which develops the original knowledge. That is achieving true knowledge of self and self-realization.

Upanishads have mentioned various stages -

- 1) The gross physical skills which is the first and the outer most.
- 2) The second one is that of vital breath i.e. the physiological.
- 3) Third one consist of the feeling and imagination.
- 4) Fourth is self-pure bliss.
- 5) Fifth is comprises intellectual pursuits.

Ref. History of Indian Education page 113

To balance the curriculum must include physical, sciences, Social sciences, humanities, ethics and Technology.

2) The Modern Philosophers

Swami Vivekanand -

According to Swamiji education have no meaning if it did not help for upliftment of society and Nature. He wanted young generation to understand India, villages, cottage industry and to use their knowledge for the upliftment of poorest poor. Swami Vivekanand wanted that modern education should reach to every corner of society or country.

Swami also wanted Indian youth to be physically strong.

Lokmanya BAL Gangadhar Tilak

Lokmanya Tilaks concept was National education. He was clear in his mind that history showed that people must be educated if progress is to be archived. The British were systematically trying to restrict education to enable them to dominate to the extent that they even did

not want research to be persuaded. To Tilak changing the attitudes of the youth from blind acceptance of subservience to the British to one of dedicated service to the nation could be brought about only through education. Hence he advocated that education must be wide spread and directed towards building character, dedication and hard work. He wanted education in all disciplines traditional, scientific, technical, legal, medical etc.

He was convinced that this was an essential ingredient in the development of the nation. He believed in independent knowledge and combination of traditional or ancient knowledge with blend of modern sciences.

Ref. Maker of Modern India- Page 53

Lokmanya Tilak and Swami Vivekananda both believed in Indian philosophy and wanted young generation to learn modern sciences and develop ingredients Indian Technology.

Upanishads have divided education in four parts. 25% from books, 25% from teacher, 25% from clearness and 25% from experience.

Even Samarth Ramdas Swami told that education without experience is of no use.

Rabindranath Tagore Thinks

"The last point is that our education should be in full touch with our complete life, economical, intellectual an esthetic social and spiritual.

Ref. History of Indian Education 115.

Mahatma Gandhi thought about search of truth pure thought and non violence. He believed in ethic of peace or brotherhood.

According to him economical social structure should be exportation.

Gandhiji's theories of gram system involve traditional skills and inter dependency.

3) Modern Western Philosophers and Educationist

Rousseau recommended two stages-

- a) Purely Physical education.
- b) The Second stage i.e. 5 to 12 year is most critical and non intellectual positive education should be given to children.

Every educationist has its own philosophy and aims.

- 1) To enable generation to release, to nature, to discipline the human mind and spirit the most importance is all the verities of energy has always been the task of education (John H. Fischer The Energies of education 1965 page 42)
- 2) Schools exist to help children succeed (Garden Me. Ctoskey Education and public understanding New York 1958 page 297.)
- 3) Therefore we would ask education to give us men with taste, respect for intelligence and of judgment that will give them confidence to approach the public.

(Morroe E Spaght The Bright Key. New York 1965 page 10)
- 4) In Rig-Veda education has been defined as something which maker a man self-reliant and selfless.
- 5) According to Sir. Percy Nunn "Nothing good unless into the human world except in the thought the free activities of individual men and women.

- 6) Mahatma Gandhi the father of Basic Education said - By educational mean an all round drawing out of the best in child.
- 7) Aristotle thinks that education is the creation of the sound mind in sound body.
- 8) Frobel regards education as the process through which to the child marks internal external."
- 9) In the words of Kant "Education is the development in the individual of all the perfection of which he is capable."

Ref. History of Indian Education Page 124

If one look at all the thoughts, Philosophies or aim of eminent personalities. We come to conclusion that

- 1) Primary Education should be without trace and competitions.
- 2) Child should get all the liberties to choose his interest.
- 3) Primary education should help to promote personal inbuilt abilities in the child.
- 4) Education should help to create personality of Individual towards social needs and social upliftment
- 5) Primary Education should be open for art, craft, music, ethics, and science, technology through which education can be able to develop individual personality who can develop his or her skills for oneself, family, society and nature.
- 6) Everyone has focused on physical development of a child. The child should be physical strong along with strong mind and physique.

There are few criticisms of individual aim of education. It is true that child needs some support to fix is final aim. Generally parents create

this interest in the child to concern his aim. But much time the aims of parents are too high which child could not cope up with. It is difficult to commence child for spiritual education. But it is necessary to desire such curriculum which will help the society. The individual approach of a human being is selfish and only education can teach him to be a part of society and nation. Critics says man itself is an arrival are total liberation will lead to barbarism or law of a jungle.

In general common man is narrow loyalties. According to Lokmanya Tilak there are stages like personal selfishness, firmly selfishness, and society or cost selfishness and then he thinks about nation and at macro level welfare of all the human beings.

So common man remains loyalties to his cast or society or long way or some Guru or leaders. If we have to develop liberal, social, pre-equal, justice or peace and harmony. Our education system should be desired in such a way that a human being can realize individual as well as should think independently.

So social and individual selfishness cannot be achieved only through standard education.

Society is full of conflicts in India language, casts, scarcity, and fight. With neighboring countries, economical inequality and justice gender creates unrest in the mind of young generation, where as in western countries youth thinks about individual development and not social development.

So mass media creates environment, cultural, social awareness, and educational atmosphere. So we have to study the effectiveness of media on Primary education in particular and education in wider scope.

Multimedia or Mass communication is the mass media which

transforms knowledge or information to masses. Multimedia use different technologies in various forms for communication. During last few years information technology have changed the thinking of all the people not only children or students but all the people in the world.

All the educationist have to rethink the overall medium or of policy to mould the children. In old days the atmosphere in firmly and society used to mould the aptitude of every child. But today newspapers, reader, television channels, books, E-Journals, compact disks, toys, animation, and text affect the child.

Multimedia also describes electronic media devices used to store and experience multimedia contents. Multimedia is important mixed media in fine art by including audio for example, it has a "broader scope".

*Ref. Multimedia Communication and journalism research by
Biswajeet Guha.*

Smart phone and access to u-tube have charged the multimedia reach to children. Which do affects the minds on aptitude of a child?

Multimedia have crossed all it boundaries and are used in different spacer of life like, art, education, information advertisement, medicine, multiple science, degeneration business and so on.

In Education various programmes were designed for users use. Education includes all type of life from research to school or child education. Information contained is unlimited Audio Video effects make more impact on the viewers. And it is in the fact education has to run behind multimedia to change their curriculum.

A) Child Psychology and Child Development

A little child has little brain and little heart. Innocence and frankness befit a child personality. Child is an entity young ingenuous, guiltless and unsophisticated. Child personality is characterized by cleverness and alertness. A child is cleverly and originally inventive and resourceful in curious new explanations concepts or ideas. Mind of a child is frank, sensitive or responsive open to observation playful candid - free from guilt or deceit, skilled in conception or design.

Child psychology in the science or study of children's development processes or mind sets, the thought process attitudes, complexes and make-ups. Children's psychology deals with mental health illness or disorders like stress and depression and other derangements.

Children's psychology also deals with mental inclinations which influence their social intercourse and social life. In particular, children influence their parent's behavior indicating certain strategies for self-satisfaction. (Achievement of their motives and instincts) Such expressions are suggestive of the mental power or skill deployed by children. For example

Bases of social power - page 216 Social psychology by Shelley E. Taylor, Letotia Anne Peplan and David Ossears Published by Pearson Education In (2006).

- a) I simply order them (the parents)
- b) I act humbly while making request does not go in noticed and refused
- c) I explain the reason behind my appeal
- d) I get angry when I demand
- e) I act so nicely that my request does not go unnoticed and refused.

- f) I want to talk about why I do not agree with them.

Bases of social power - page 216

Social Psychology by Shelley E. Taylor. Letitia Anne Peplau and David O sears published by Pearson Education In (2006)

B) Aspects of Child-Oriented Developmental Approach in Society

The basic objective of such as are approach is to tread the path of progress from the old to the new from dry and dull to novel and interesting and thought-provoking from artificial to natural from the stereo-type to innovative and creative from traditional to revolutionary with emphasis on -

- a) New educational thought and policies processes in the field of learning and teaching.
- b) Adoption of advanced technology
- c) Implementation of new experiments projects, campaigns
- d) Research in child psychology
- e) Evolution of compatible and consistent inter-personal and inter institutional relationships.

E.g. between the teacher and pupils, between teachers and parents and between teaching community and society.

- f) Removing constraints in the healthy, positive and many-sided personality of children.

Attitudinal and behavioral impact of viewing by children

Attitudes influence subjective assessment of objects issues and persons. Attitudes are supported by cognitive information. Various assets gifted to children by nature are IQ (Intellectual quotient) EQ (emotional quotient) and SQ (Self-satisfaction quotient) facilitate cognitive development. They also influence responses and reactions to positive or negative stimulus provided in viewing. Behavioral pattern accordingly is revealed by how a respondent media appeal acts favorably or unfavorably. Thoughts coming in mind (cognitive component) are the result of attitudes towards object, facts, knowledge and beliefs. Affective component, cognitive component and behavioral component are not necessarily complementary and may be mutually exclusive. Attitudes influence mental inclinations to express one-self and behave in a particular pattern. The mental inclinations expressed can also be influenced by expressions thoughts and subjective opinions revealed by others. Conversation or dialogue induces learning and teaching and for mutation of subjective judgments.

This also affects one's effort to seek consistency in attitudes and behavior adoption of attitudes which maximizes self-interest, self-satisfaction and fulfillment of expectation about gain is common for all irrespective of age. Complexes entertained lead to attitudes of arguing against or accept a persuasive communication. Message learning is crucial to attitudinal change (positive or negative). Positivity and negativity in attitude and behavior is the result of such factors as family culture and tradition, standard of living and standard of life of the family, parental teaching, reception and treatment and guidance to children, advice (consultation) for grooming of inexperienced, sensitive (not necessarily sensible) and innocent like clean-slate are c-- factors in child development.

Virtues and qualities to be inculcated in the Personality of a child

In experienced and innocent children (pupils) are like clean-state on which anything can be written because children are delicate sensitive and receptive to stimuli.

Patterns of mental reactions revealed by children in response to audio-video stimulus provided by Media for listening and viewing (through curiosity of inquisitive mind)

Function of a stimulus is to instance provide incentive, fillip, spur, push, drive, encouragement, motivation, inducement, excitement felt to instincts and feelings. Stimuli create prompt response reaction and action, stimulates is energizing and analeptic. It makes an unknown subject and object (of which children may or may not be aware) interesting exciting stirring, thought-providing and inspiring (exhilarating) rousing and introducing. If removes-- sedative, boring and uninterested passive attitude of mind and intellect. Providing mental and intellectual response to stimuli is the result of the following processes.

- Perception
- Sense of humor
- Comprehension
- Forming impression
- Expression
- Cognition
- Reinvolvement
- Entertainment
- Curiosity about novelty

Amusement
Apprehension
V/s resistance protest
Self - learning
Imitation
Possession / passion
Pride
Comparison
Social
Accountability--
Group behavioral
Instinct
Gender influence
Aggression
Inadaptability uncompromising and amend attitude
Passive attitude - playful expression
Creativity and innovation

C) Normal and abnormal traits in the personality, attitudes, modes, thoughts and their reflection child behavior

Lacunae in the following aspects of child development spoil life, career and future prospects of a child. These lacunae make child helpless abnormal and dispirited in respect of -

- a) Physical development
- b) Emotional development (electrification)
- c) Creating in pulse for growth and development

- d) Speech, expression and communication
- e) Emotional development
- f) Social development
- g) Cognitive development
- h) Moral development

Hurdles in the process of above development aspect create behavioral and attitudinal problems for the child and its parents. The following various maleffects pose constraints in child's normal and healthy development.

- a) Physical disability creating a handicapped and helpless child.
- b) Hereditary caste quality factor creating inferiority or superiority Complex in the mind-set of a child.
- c) Uncongenial family atmosphere (adverse economic condition and degraded social status of child's family) leading to demoralization of child.
- d) Attitude gender-based of discrimination shown by parents and society marring nurturing of positive and healthy attitude.
- e) Creating a cage confining child's free will- e.g. mural stress on family traditions and rituals. Creating physical and mental illness because of border and nervousness.
- f) State of confusion because of absence of opportunity and absence of ideal model providing motivation and guidance.
- g) No opportunity of practice for developing inherent skills. Take reading writing, arithmetic and wrangling through language logic and mathematics.
- h) Absence of free and frank dialogue between family members, friends and teachers.

- i) No guidance and tuition in respect of social manners and etiquette leading to lack in cultural and moral development- no inculcation of high respectable values. Leading to degradation facilitating decent social adjustment for assimilation in society.
- j) Social deprivation or too much social participation affecting appropriate priorities (e.g. less attention to academics leading to unsatisfactory performance in studies.).
- k) Over conformity to rules leading to boredom and resistance and obstinate character - reduced importance of play, entertainment and potential skills (e.g. painting, poetry, music puzzles, tree-reserving and arguing).
- l) Suppression of emotional and moral values and original creativity or curiosity.
- m) Creation of anxiety, melancholy pressure leading to stagnation and inertia.
- n) Child afflicted by fear, worry, anger, hatred loss of individuality in communal relations.
- o) Loss of memory, stereo-type thinking.
- p) Erroneous formal appraisal or assessment of child's positive and negative strengths leading to frustration or over confidence.

- * immoral or perverted behavior owing to absence of interaction with parents, teachers and elders and friends.
- * no logical connection between punishment and rewards or appreciation leading to lack of faith and passive or negative or criminal untruthful dishonest indisposition.

Abstract

The studies associating television viewing to performance are primarily based on developed countries. The effect of television on children in developing countries, like India, might be different from that of the developed countries, owing to cultural and socioeconomic differences. Additionally, in the Indian case, no study has systematically analyzed the relationship between children's academic skills and television viewing. We examined the association between academic skills (Reading, Mathematics and Writing] of Indian children and television viewing using a sample of children (aged 8-11 years) who were in school or had ever attended school, from a universe of all the households included in a micro unit recorded nationally representative survey (IHDS, 2004-05). Relevant socioeconomic, demographic, parent/household-level controls were included in the multivariate analysis. The impact of content of the television programs was also controlled in the analysis. The analysis was done at two levels: first, for the full sample; and second for subsamples, formed first by sex and second by economic status. Findings suggested positive correlation between overall viewing and the reading skills of boys and the mathematics skills of girls, but negative correlation with the writing skills of both. The correlation of educational content with academic skills also differed by gender, with a positive correlation with the three skills of girls but a positive correlation with only the writing skills of boys. Moreover, educational content was positively correlated with the skills of children belonging to the lowest wealth class but had no correlation with the skills of the children belonging to the highest wealth. Class.

Newspaper and Periodicals

Once it was the only source of information. Even today newspaper is successful enough to sustain their sales mainly because of authenticity. But practically all the newspapers have changed their traditional policy and use of Modern multimedia except audio and have developed freelance journalists to keep their independent approach.

Until today student have to remember published quality books and to right answer sheet. Today even books are available which are cut and paste from various writers in addition you are free to avail numerous books online.

But there are numerous expectations like -

- 1) Attendance - Without interactive class is cannot learn. By attending classes are can ask questions and get clarification.
- 2) Assignments - Continuous assignment and examination helps student to understand the subject.
- 3) Reading - Inspire of multimedia it is necessary to read and write. Only computer accessibility will not help to learn.
- 4) Grade - New grading and credit system helps to student to know himself as well as keep him updated and alert.
- 5) Course Schedule - Course Schedule should to plan according to student's progress.

Today because of information technology number of disciplines like sociology, Psychology, political science, Cinema, linguistics, cultural studios, film, art etc. has become multidisciplinary orientation. Which have resulted new theories, methods to teach students and

enhance their thinking and knowledge? Technology is changing so fast that new communicative or interactive television or computer will be at your door step very soon.

D) Revolution in Educational System

My-E-Shala (School) and E-learning (Millennium National School)

There is social conscious as a basis for this experiment conducted by ONWARD Educational and Sports Foundation* & which makes available for E-learning. E-learning software has enabled simplification of the learning process with reference to Mathematics and science. There is also created aptitude among children to learn History, Geography and English language. Student's ability to give correct answers has increased. Students can repeatedly use Video-lectures and writing skills are developed. Students have developed liking for studies by developing library habit. In absence of direct personal contact between teacher and taught student's curiosity to learn and ask questions is also encouraged and students loyalty to MY-E-SHALA has been increasing

Postulates of the Policy for Primary Education

Children welfare is the primary aim of primary education policy. How children should be groomed in the early years of their life (age from 5 to 10 years) is the chief concern of primary education policy. The various factors influencing formulation and implementation of primary educational policy are.

- 1) Educational thoughts contributed by parent's teachers, social reformist.

- 2) The technical and infrastructural arrangements for improving the standard of living and standard of life of children.
- 3) Various schemes, projects, experiments and missionary work for upbringing of children so as to make them a multi-faceted personality.
- 4) Determining the nature of relationship between children and their parents and teachers and determining their social authenticity
- 5) Encouraging creativity, novelty in the process of learning by and teaching to children.
- 6) Finding out measures to overcome shortcoming creating constraints in the normal, rational, morally reasonable decent and child- behavior of the age. (Between 3 and 6 years.)
- 7) Primary educational policy should achieve child development in its various aspect viz. physical or body physique, motor development, speech development, social development, emotional and moral development by so avoiding behavioral problems created by abnormalities. Such a policy should be expanded to handicapped orphan children also.

In brief the policy on primary education should be so formulated and implement as to create a child personality which is developed in respect of R-reading, R-writing, R-wrangling, R-arithmetic and should be proficient in respect of language, Logical reasoning and Mathematics. Development of such a child personality is possible when measures are taken to redress various abnormalities in child-behavior like e.g. -inclination to steal, (temptation towards crime, bad unhygienic habits, obstinacy, temper tantrum, fear-phobia day-dreaming and tendency to entertain infinity complex and superiority complex). Consciousness about the formulation of such a child

development' policy developed in the various countries since 1944 in view of unscientific detective methods and programmes adopted for child-rearing by ignorant parenthood. The various scientific aspects of up-bringing children (psychology, physiology and hygiene dieting, heredity and environment, faculty development, maternity, security against ill-health leading to high-death rate, under nourishment, discipline, habit formation, social and emotional development, cognitive development, behavioral problems and abnormalities) were neglected and a rational educational policy was not formulated and implements. There were the following landmarks in the development of primary education policy.

- a) Preparation of Manifesto for children's rights by UNO in 1944.
- b) Establishment of Indian Council for children welfare in 1952 in India.
- c) Formulation of official policy- National Policy for Children on 22nd August 1974.
- d) Declaration of Children's Year by UNO in 1981 and accordingly various projects and programmes for child Education and Welfare were formulated in India.

Development of Child by nourishing Virtues and elimination of vices and perversion.

Development of Potential Qualities of Heart and Head

Virtues	Vices
(Positivity) modernity creativity in arts enthusiasms cu--ment entertainment simplicity healthy reception enterprise rebellion adventure search fun and humour play and puzzle sense of music and beauty sport education anticipation genuine involvement in experience imitation and experimentation love activity frankness respect obedience intimation maturity informative scholarship - RRRW LLIY Method	(Negativity) nostalgia inferiority complex demoralization homesickness melancholy low spirit immanagable dejection depression defeatist pensive attitude gloomy mentality inadaptability fear insecurity confusion self-centered approach introvert absence of franker reservations passion and obsessions hatred passive attitude inactivity dullness resistance casual approach abruptness Whimsical quarreling nature unpromising

Child Psychology

Child is a personality with youth and innocent enthusiasm. It is a personality or entity-' Little one' boy or a girl both. It is a babe, infant, toddler, tiny tog, juvenile minor. As parent's offspring's (son and daughter) they are progeny, issue descendent and heir. Children are playful and have curiosity to learn, walk, run and toddle down the roads, gardens and play ground. They are totters, teeters wobblers dodders and falterer. They walk and move in search of something new and obscure which are use curiosity and interest. They go unsteadily towards their target and need guidance persuasion and encouragement in achieving their target because of their immaturity. A childlike personality is innocent, genius (artless innocent) simple guiltless, naive (unsophisticated) trusting, trustful, credulous (easily convinced) and gullible. (Easily cheated).

Childish behavior may be an aspect or outcome of childlike behavior. Childish behavior may be the result of lack of maturity, infantile, juvenile, puerile, silly, foolish, irresponsible, inadapttable (or uncompromising at any cost) - boyish, girlish and youthfully enterprising which cannot be logically accepted and justified.

Child grooming

Child-birth or phenomenon (entry of offspring is a family is an event by itself in family-life grooming of a child is the most pleasant, affectionate mission a kind of undertaking and commitment for the parents. This understanding is fulfilled with utmost pleasure, caring attitude. Family life is never complete and happy without the entry of a child-boy or girl. The various aspects of Child-grooming are-

- (a) Methodical arrangement of child's lifetime
- (b) Fixing of routine for dressing, diet, health-care (hygiene) rest and activity
- (c) Adjustments in response to child's whims, changing desires, moods, tendencies and inclinations
- (d) Providing protective measures for creating sense of security against accidents, untoward events and calamities.
- (e) Provide relief amenities and facilities for attending responses in a tidy atmosphere for freshening.
- (f) Grooming pupils for keeping their touchy and ready for beauty experience and enrich their life-may is by pampering them.
- (g) Tutoring them for academic and extracurricular discipline
- (h) Make a sporting atmosphere for relaxation (removal of strain and stress) and create a 'social personality'.
- (I) adequately satisfying children's physical and psychological (emotional) needs and smarten up children by inculcating 'polished' names and culture which is free from complexes.

Congeniality and compatibility factors that lead to rational and reasonable appropriate

Grooming are hereditary family culture, economic and social status, race family atmosphere created by relatives, friends, teachers in the process of upbringing and attitude and reactive behavior created by progressive parents through inter-action with kids. Congenial, compatible and surrounding agreeable atmosphere for child-grooming is -

gentle	agreeable	friendly
pleasant	kind	amiable
nice	compatible	good-natured
free and rich	positive	liberal
sympathetic	comfortable	like-minded
kindred and tolerable	lovable	responsive to expectations

The Concept of a 'spoiled' Child

It is a matter of self-introspection and self-assessment to realize whether they have properly nourished and groomed their children. In other words they have to ascertain whether all-sided or multi-faceted development of personality of their child-their kid and pupil. Otherwise parent's failure in properly assessing merits and demerit (limitations) will lead to emergence of a child which is described as "spoiled" by the sociality. The implication of this tragedy is that parents have not fulfilled their accountability towards their child and society. It is therefore necessary to know and realize what the spoilage in child-development is and accordingly keep their child away from the spoiling process.

A sported child is one who is not kept away and protected from the calamity of being a victim to damage determination, impair, replacement, as a result of which child's personality is disfigured or defaced. A child has not been saved and protected from mighty, harm, wreck and everything is messed up and disorganized. This also means that parent's teachers, friends relatives have failed in taking prompt action against disorders irregularities and abnormalities in child's attitudes and behavioral patterns. This also suggests over-attention by parents in wrong priorities like pampering, coaxing,

molly codling (preparing a feather bed for nourishing) cosseting, not allowing a child to grow and flourish 'naturally' by providing and missing on things undesired and unwanted by a child. Taking under care and comfort, warmth, security for relegation and relief as defined by parents and not necessarily by the child. This indicates an over-continuous lifestyle imposed on the child. This leads to demoralization creating mental resistance and depression. This creates children an indisposition which has following unwelcome characteristics and facets.

- a) Absentmindedness
- b) Illness, sickness, ill health, ailment
- c) Complaining nature, unpredictable behavior
- d) Dissatisfaction leading to restlessness
- e) Mental imbalance-freaks of mind
- f) Disinclination and reluctance (negativity)
- g) Hesitancy, loathness, moody expression
- h) Aversion dislikes distaste
- I) Adaptability showing adamant attitude
- j) Inferiority and superiority complex

Research Studies and Theories on Media tactics and Media Violence

The various selling and advertising strategies through various media like print media. (Children's page) radio, compact discs, T.V. channels, books and internet or U-tube assist him in studying. Children's buying motives against which media appeal emphasizing

the selling points is made to children at the level (stage) of primary education.

Media tactics or strategies are contrived efforts with a view to inducing the 'would-be' children who are the potential customers of products advertised through media. The media objective is to provide a pre-planned and well thought out exposure to children's curiosity and make them aware about the outstanding features of the products to be sold. Planning of media-strategies is done with a view to discovering favorable freaks of children's mind. A thorough research in children's psychology is necessary for studying the anticipated impact of media-appeal and its influence on children's need set up (attitudes and behavior. The various aspects of child psychology i.e. mental inclinations are covered under search and suitable theories are developed. For example the various mental and intellectual tendencies shown are abuse, aggression, observational, learning, attachment, care-giving, frustration gender-dominance, helping and compromising nature, racial prejudice, reinforcement romantic attachments social power spanking showing protest and resistance or disapproval, ego-development, conceit are the areas or topics for research in child psychology and child development.

Media strategies and tactics and their influence on children's mental set-up, attitudes and behavior patterns

The word tactics imply- a diplomacy subtlety prudence and judiciousness in the appeal made to children with a view to induce them to act in the way the media-user wants them to behave. The strategy is full of facts in the sense that the exposure provided may be discrete, unreasonable and not necessity for creating a true and balanced perception.

*Page 132-134. Social psychology by Shellay E. Taylor,
Letitia Anne Peplan and David O. Sears - Pearrou Publications.
12th Ed.*

The research report prepared by centre for Advancement of Health (2004) points out disturbing facts about advertising efforts targeted to children viewing T. V. advertisements that virtually all of the food items (candy, cereal and fast food) are low in nutrients and have harmful effects on children's health. However children prepare products they see in T.V. advertisements and there is an uncompromising obstinate response to the ads-by asking (demanding) their parents to get the products for them.

This is a strategy in "Stealth marketing" - making a shady and secret buying appeal to sensitive and responsive children-audience. (A study made by Kaiser Foundation (2001). This buying appeal meets with success because children in the age group (4 to 8) are devoid of critical thinking. Children are exposed to persuasive (may be deceitful message slipped with a product or programme. (E.g. Mc Donald's offers)

Regulation of Media -Appeal to Children in Elementary (Primary) Schools

A measure against unwarranted impact of Audio-Video Media on Child's Mind

Parents who are not watchful about the follow-up of Children's viewing and their repercussions on the life of their if-springs are really not aware that some measures must be taken in view of the

mat-effect of those media-appeal which are not morally and intellectually (rationally) justifiable, palatable, defensible and forgivable.

Therefore in America (Arkansas-State) legislation banning- vending machines and fast food items by established companies has been passed. Problematic unethical advertisement rate gives for young children are in vogue in respect of items whose viewing is relevant for children of adolescent age. Report prepared by Harold Roldstem of the California Center for Public Health Advocacy. (Center for advancement of Health 2004).

Media and targeted iced for providing information for making choices and taking 'reliant' decisions aim of creating the desired (not necessarily 'desirable') changes in attitudes and behavior.

The various theories (which are not necessarily contradictory) develop an understanding about how attitudes are formed by emphasizing.

- a) Learning approach which regards attitudes as habits.
- b) Motivational approach emphasizing cognitive consistency among attitudes and behavior.
- c) Expectancy value approach emphasizes adoption of attitudes that maximize gain.
- d) Cognitive response theory courier's conditions leading to argument against or passive acceptance as a result of persuasive communication of media message.
- e) Message learning is council to attitude change which should be based on cognitive consistency. Attitudes are the outcome of learning through limitation - transfer of attach from one object to

another object viewed. If there is reinforcement of object it is a reward and not punishment for the viewer.

- f) Feeling and beliefs go together subjective evaluation of person or object being the basis. Idealistic people have counter attitudinal behavior the so called 'rational behavior'. However, Behavior will be characterized by dissonance if it has no 'self- relevance'. The influence of internal state of mind is sometimes more than influence of perception of external situation. (In this case introvert character is more important than extrovert approach.)
- g) Expectancy value theory is based on the cost-benefit analysis of persuasive communication in terms of incentives or stimulus. If the persuasive message is relevant to viewer's inferences the positive attitudinal response can be expected e.g. Acquisitive tendency (possessive mentality and obsession) lead to activation of attitudes provided message is credible and not illusory and hypocritical, creating discrepancy and unreliability. Repetition of credible truthful message makes positive change in attitude. Arguments behind message communication must be strong and convincing. The areas touched by message should not be peripheral but fundamental and in-depth. So that the targets (viewers) approached are free from aggression fear and doubt.
- h) As a media strategy message should lead to ego-involvement which is highly resistant to change. Response involvement will depend on sensitivity and moods of the viewer for or against dogmatism or group and paganism. -- The attitudinal change expected may be spontaneous or that taking place after lapse of time.

These trends in multimedia have change the thinking or outlook into E-learning, E-governance, E-commerce which have resulted to

change the quality of life and knowledge. The various resources of multimedia for education are -

- 1) Wired learning in the classroom.
- 2) Web teachers on internet towards with support of image sound and movie formals.
- 3) Pardora's Box on web a wonderful collection of literature & Information.
- 4) Education literature & information search of new web sites.
- 5) NASA online education reserve.
- 6) Online examination & assessment
- 7) Online educational subject exports lectures.
- 8) Learning for disabilities
- 9) Discovery channel
- 10) Educational Web Quest on puzzles.
- 11) Learning for teachers
- 12) E-Books, E-journals, E-Book reviews
- 13) Education through interactive games
- 14) Distance Education
- 15) Online Courses
- 16) Online Instructional Design
- 17) Reprises
- 18) Internet Library

One can add many more uses. In short this Pardora's Box have

changed total view point and have to think about new methods of teaching with continuously up graded curriculum.

For India the only point of difference is all are not at equal level or have access to information computer. Indian literacy rate is too low i.e. 35% in world population. So we have to combine our old and new concepts or methods of education system.

To conclude this research has two different angles.

- 1) Media and its impact
- 2) Child Psychology

One has to study all the aspects to come to some conclusion and to suggest a method of primary education in current senior.

Research Design

The research design is considered as a master plan, for conducting the research study to have overall control to manage the interfering parameters in the study for better research results. The research design is the researcher's overall plan for obtaining answers to the research questions guiding the research study.

A mixed method approach is used in this study where one part is quantitative and the other one is qualitative to analysis of the contents and the role of Marathi children periodicals for enhancing multiple skills among children.

An interview has been conducted for the editors of the periodicals and also the structured questionnaire has been used for parents to keep maximum focus on the subject. Considering time constraint, the study has collected the data once only which measures sample units

from the population.

The current research study has used descriptive statistics to prove the hypothesis and other aspects of research study through the interviews conducted.

Research Setting

The research setting in this current research study refers to the place where the data has been collected and in this study the data has been collected in Pune and rural.

Population is described as the group made up of elements sharing some common characteristics and which subsequently includes the universe for the ultimate purpose of the research problem. In the current research study, population is finite and comprises of all parents of children's studying schools in urban and rural region. This study took place in Pune region of Maharashtra, where the population is consisted of parents of children's studying in various schools from various areas of Pune.

Research Population and Sampling

Sample Element : The sample element in current study is parents of children's, specifically children's who are studying in schools from whom the information is sought.

Sample Size: Sample size was determined using sample size determination formula where the population is unknown. The formula for the same is given below:

$$\text{Sample Size} = (Z\text{-score})^2 * \text{StdDev} * (1 - \text{StdDev}) / (\text{margin of error})^2$$

Where,

Z= is the standard score associated with confidence level (95% in the current case). Hence standard scores equal to 1.96(borrowed from normal table)

Standard of Deviation — it explains about the variance we expect in our responses, since we haven't actually administered our survey before, the safe decision was touse .5 – this is the most forgiving number and ensures that your sample will belarge enough.

Margin of Error (Confidence Interval) — No sample will be perfect, so we needto decide how much error to allow. The confidence interval determines how muchhigher or lower than the population mean we are willing to let our sample mean fall. With a margin of errorof +/- 4%.”

So sample size $n = 1.96^2 * 0.52 / 0.04^2$

Hence $n = 600$

Sampling Criteria : The sampling criteria included the following-

- The child should be in school.
- The questionnaire should be answered by the child's parents.
- The school of child should be located in either urban or rural region.

Sampling Procedure : The probability sampling technique involved into this study is clustered sampling method. Thus, the method is employed to select respondents after creating clusters and then selecting them in random fashion.

Sample Duration : The time taken to complete the interview process of all the required sample elements i.e. respondents in this case it is parents of children took 2 years' time to complete.

Data Collection and Analysis

The data was collected by administering the questionnaire to the parents of children studying school and getting the items marked on it.

Plan for Primary Data Collection

Research Technique - The current study has employed the survey mechanism. Survey mechanism allows researchers to do probability sampling from large population. Thus, survey technique helps to make generalizability of research objective. In fact, survey mechanism is the right choice when we have to get the larger picture of the respective attitudes and characteristics of larger population.

Contact Method - face to face interview method is adopted for current research study, as it involves human interaction between parents and researcher. This method has given higher response rate; the reason is researcher has complete awareness of the parent's situation which allows the researcher to have more control on interview process. The good part of this method is researcher can monitor the physical and social circumstances; and parent's answers can be probed and clarified if needed.

Research Instrument - A structured survey research questionnaire was built and used in current research study to collect the data. While preparing the questionnaire for the survey it has kept in mind that the focus of the questionnaire should be towards the research problem

under investigation. Thus, it becomes the primary basis for selecting the questions which should be included into research questionnaire and which should be excluded. The questionnaire has been designed using precisely and neatly written close ended questions, which gives an opportunity to process and analyze them statistically.

Data Collection and Analysis

Pilot Study

- It was conducted with 10% of the sample size.
- The verbatim of the questionnaire was appropriate.
- On successful completion of pilot study, the researcher undertook the task of distributing the questionnaire to the parents.
- Geographical segmentation was planned in advance for distribution.
- The appointments of the editors have been sought before conducting the interviews

Final Survey : The complete survey was conducted with expected sample of 600 respondents. The 600-paper based questionnaire were used by the researcher to collect the data. Researcher has completely adhered to the ethical consideration in research. Before they decided to be a part of this research study researcher told them that the survey was anonymous and complete confidentiality will be taken care off. Though, parents have complete rights to withdraw from the survey at any point of time. The researcher took about 2 years' time to collect the data from 600 respondents.

Research Questions Leading to Hypothesis

Research Question -1

Whether children periodical play a significant role in the development of multiple intelligence of the child?

H1: Children periodical play a significant role in the development of multiple intelligence of the child

Research Question - 2

Whether the modern media tools are available to parents amongst the low-income groups?

H1: Modern media tools are available to parents amongst the low-income groups

Research Question - 3

Whether the content available in children's periodicals are significant enough to impact the child's intellectuality?

H1: The content available in children's periodicals are significant enough to impact the child's intellectuality

Research Question - 4

Whether the television viewing is harmful to child's development?

H1: Television viewing is harmful to child's development

Questionnaire

SOURCE – I :

1. Name : _____

2. Residence : Urban Rural

3. Income Annual Group

Rs. 1 Lakh	
Rs. 2 Lakhs	
Rs. 5 Lakhs	
Rs. 5 Lakhs and Above	

4. Do you purchase Newspaper with children periodicals (Section)?

a) Yes No

b) If yes - do newspapers with children periodicals (Section)
help to improve children multiple intelligence?

Yes No

c) Do your children read the children supplements in the
newspapers?

Yes No

5. Do you have other medias?

Yes No

6. Do your children see TV?

Yes No

7. Which Electronic media's do you have?

TV	
Computer	
DVD	
TAB	

8. Do these electronic gadgets help to improve intellectual skills in your child?

Yes No

9. Do esexcess use of electronic medium is harmful to children?

Yes No

10. What is the number of hours your child spends on electronic mediums?

1/2 Hr.	
1+2 Hr	
2+3 Hr.	
3 and more Hr.	

11. Which multiple intelligence articles are helpful for develop of your child through children's periodicals.

a) Linguistic intelligence

- a) Recognizing Alphabets
- b) New Words
- c) Liking for reading stories
- d) Memorizing
- e) Word Puzzles
- f) Reading Comic
- g) Remembering proves and shlocks, poems
- h) Cultural

b) Logical and Mathematical Intelligence

- a) Mathematical Puzzles
- b) Mathematical Pictorial Puzzles
- c) Logical Puzzles
- d) Classification and category
- e) Proagation --
- f) Calculating
- g) Co-- awareness

c) Physical Kinesthetic Intelligence

- a) Picture Story
- b) Picture Coloring
- c) Sports
- d) Artistic View
- e) Craft
- f) Cooking
- g) Gardening
- h) Physical Activities

**d) Which other intellectual Intelligence aspects are covered
by children periodicals**

- 1) Musical & Dance

Yes	No
-----	----
- 2) Special Individual intelligence

Yes	No
-----	----
- 3) Social Intelligence

Yes	No
-----	----
- 4) Individual natural intelligence

Yes	No
-----	----
- 5) Sports and physical development

Yes	No
-----	----

SOURCE-II

Format for analyzing contents of the few Marathi periodicals regarding multiple intelligence.

(a) Medium of Linguistic Intelligence

Medium	Kids Magazine			
	Chhawa	Kishore	Sadhana Balkumar	Chatra Prabodhan
1) Recognizing Alphabet				
2) New Words				
3) Enjoy Reading				
4) Multi Language Skill				
5) Good memory				
6) Word Puzzles				
7) Individual reading				
8) Reading Comic				
9) Remembering				

(b) Logical and Mathematical Intelligence

Medium	Kids Magazine			
	Chhawa	Kishore	Sadhana Balkumar	Chatra Prabodhan
1) Mathematical Puzzles				
2) Pictural Puzzles				
3) Logical Puzzles				
4) Classification and Category				
5) Science Thinking				
6) Proagation Lognitive Sketching				
7) Calculations				
8) Computer Awareness				

(c) Physical Kinesthetic Intelligence

Medium	Kids Magazine			
	Chhawa	Kishore	Sadhana Balkumar	Chatra Prabodhan
1) Art				
2) Colouring Picture				
3) Sports				
4) Artistic View				
5) Crafts				
6) Cooking				
7) Gardening				
8) Physical Activities				

(d) Musical and Dance Intelligence

Medium	Kids Magazine			
	Chhawa	Kishore	Sadhana Balkumar	Chatra Prabodhan
1) Musical Concept				
2) Poems & Shloks				

(e) Inter personal Intelligence

Medium	Kids Magazine			
	Chhawa	Kishore	Sadhana Balkumar	Chatra Prabodhan
1) Private Space for Study				
2) Collection Intelligence e.g. Stamps, Coins etc				
3) Cleanliness				
4) Good Behavior				
5) Loving Pets				
6) Liking for Nature				

f) Special Intelligence

Medium	Kids Magazine			
	Chhawa	Kishore	Sadhana Balkumar	Chatra Prabodhan
1) Maps, Charts, Diagram				
2) Visualization				
3) Art				
4) Visual Puzzles				
5) Cultural Information				
6) Imaginary Story telling				
7) Preparing Own				
8) Clay Model				
9) Computer Illusions				
10) Colour clues				
11) Creating Jokes				
12) Visual Thinking				

Objective

The objective of the research is, to know the role of print media in development of child. The development of a child is the age group of 6 to 14 years is the important aspect of this research. The brain of a child can be developed during these years. The parents, teachers or the educational policy is drafted taking into consideration the overall

development of a child. These are years when one can really transform the intellectual skills. We find number of parents taking great efforts to look after their kids. And now a days discuss the changes seen in their children.

Even from Vedic Period we find the social system of Munja or thread Ceremony or sending a boy to Gurukul, when he becomes eight years old.

During research, I came across traditional as well as new educational policies during pre-independence period as well as post-independence period. I came to the conclusion that the ways, methods may differ but object of the education remains same.

I could find out various intellectual skills required for the development of the child.

They are -

- 1) Medium of Linguistic intelligence
- 2) Logical and Mathematical Intelligence
- 3) Physical Kinesthetic Intelligence
- 4) Musical and Dance Intelligence.
- 5) Special Intelligence
- 6) Interpersonal Intelligence
- 7) Individual Intelligence

Human being has several different ways of processing information.

There is several intelligence and we have to transform human being or buds through various modes and methods. Multiple intelligence cannot be achieved by one way or method.

Ancient Educational Indian Philosophy believes in liberation. Liberation in education means freedom of access to all the branches of education that is achieving true knowledge of self and self-realization.

Our Upanishads believes in to balance the curriculum between physical sciences, social sciences, humanities, ethics and technology.

Swami Vivekananda believes that education should help for upliftment of society and nature.

Whereas Lokmanya Tilak advocate of national education, believes building character, dedication and hard work. He believed in independent knowledge and combination of traditional and modern sciences.

Rabindranath Tagore thinks that our education should be in full touch with our complete life, economical, intellectual, aesthetic social and spiritual.

Gandhiji's philosophy involves traditional skills and inter dependency.

Aristotle thinks that education is the creation of sound mind in sound body or Kant thinks "Education is the development in individual of all the perfection of which he is capable."

To sum up -

- 1) Education should be without trace and competition.
- 2) Child should get all the liberties to choose his interests.
- 3) Education should help to create personality of individual towards social needs and social upliftment.

- 4) Primary education should be open for art, craft, music, ethics, science, technology, naturalists, designer, dance, leadership, physical and many more.

It is difficult to create social, ethical approach in primary education. But if we believe in liberal, social, equal justice, peace and harmony, our education system should be desired in such a way, that a human being can realize individual as well as should think independently.

Even all the modern educationist like Dr. Zakir Hussain, Simon Commission, Kothari Commission. Mysore Committee and J. P. Naik, many more suggests - development of Good Habits, Good attitudes, emotions, aesthetic values creativity and good physical development.

21st Century has brought us number of tools, which can access to multi information as well as it helps to create communication and atmosphere amongst masses. Every day new tools of communication are launched. Multi Media have already changed the mindset or thinking of all the people in the world.

The entire educationists have to rethink the overall medium and methods to mould the children to achieve the ultimate aim of education.

Today newspapers, television, books, E-journals, CD's, animation, toys, games, and text affects the child. We, the educationist are far behind the impact of multimedia. So we have to rethink our attitude, methods of teaching. The technology is changing so fast that it is becoming difficult to rearrange our curriculum.

(Ref. Dr. D. J. Tilak speech)

So it has become a challenge to for the entire educationist to redesign the methods and try to maintain the basic aims of education which

will be liberal, equal justice, progressive, social and peaceful.

(Ref. Speech Dr. D. J. Tilak - Vice Chancellor)

Medium

During research, I found a child is rewarded in social environment. He learns from all the mediums. Parents, family, society, siblings, friends, school, teachers, curriculum, mass medias- like print media, radio, television, smart phones, computer, Tabs, coaching class, playground, every surrounding affects the multiple intelligence of the child.

Every one of us talks about the cultural aspect. In India and in Vedic philosophy culture vests in religion. So ethics are developed through religion. Major of children are affected because of pros and cons of religion. Gender discrimination also affects the development of child.



Chapter : 4

TABULAR PRESENTATION OF THE PRIMARY DATA

Introduction

Newspaper is a media which communicate various information to its reader. Competitive market, in order to increase sales, the scope of newspapers from news information or news analysis changed to multi-dimensional product for all the stake holders in the family. And inclusion of feather, supplements like sports, economics, youth, women, politics, cinema, culture, language and children etc. were added to main newspaper issue. Reader becomes the focal centric point for marketing management like all other consumer products.

Researcher being editor of a children magazine wanted to find out various effects of the contents on development of children periodicals, which affects the development of multiple intelligence in the child.

Newspaper is no more only information provider or communication tool. Its contents affect the mindset of the readers. Whereas news about economics, politics, social or culture affects the society.

Similarly, cultural news or articles appearing in children periodicals affects cultural aspect of children. Culture and religion are words hand in hand. But rich cultural values in spite of religion helps child to become a cultured youth. The stories in children periodicals help children to dream in positively. Various cultural articles help children to understand relationship in family and society, to know the child's

own existence in nature. Children start loving nature, plants, flowers as well as animals. They could understand the balance in nature.

Similarly, children through art, colors, craft learn the physical intelligence and through puzzles logical thinking math's and language.

Researcher find- analyzed few multiple intelligences which can be developed by through reading as readers are at distance and can be thought through indirect things and not direct approach.

Out of different multiple intelligence in a child their likes-

- a) Linguistic intelligence
- b) Logical and mathematical and
- c) Co-physical kinesthetic intelligence.

Can be developed from print media. Printed matter can develop culture as well as can inform the information about outside world. It can develop the art and craft techniques in the child by giving their creative readymade stenciled products.

The intelligence about language can be developed through stories, recognizing alphabet, new words, memorizing, word puzzles, pictorial comics, remembering proves and shloks, poem. They can increase the word power automatically with memory and understanding.

Whereas mathematical puzzles, mathematical pictorial puzzles, logical puzzles, classification and category, calculations, prorogation helps to develops, mathematical and logical intelligence in the child.

Stories with conclusions, information about cultural functions, historical stories helps to develop the nationalism and cultural threads

and bindings. They create accommodation nature and help to know difference in good and bad or correct and wrong doings.

Pictorial stories, art crafts, origami, lantern making, gardening, tips, home sports, home games, rangoli, mehandi Designs helps the co-physical skills and social and co-awareness around child. His imagination power increases and child can create new things with his imaginations.

In order to find the utility or role of children periodicals in development of a child, researcher had to collect the primary data by their methods.

1) The questioner to parents and to find out whether they purchase children periodicals and whether they know the concept of multiple intelligence and the utility of contents.

2) Secondly Researcher has to know the type of contents in children periodicals. To know the type of contents appeared in various children periodicals, researcher physically scanned 10 children periodicals and analyzed the contents of the children periodicals and calculated their percentage to one another.

3) Whereas researcher actually interviewed four editors of the children periodicals to know how the plan the contents, the purpose of children supplement and the knowledge of multiple intelligence in to the editors.

All these primary data helped researcher to find out various information which is required by the hypothesis.

Qualitative Data Analysis- Part-1

Editors View

In order to know objectively of an editor telephonic interviews were conducted to know their views for following children periodicals in first part editors answers their views regarding their publications.

Balmitra / Nie / Edu Prime

Dr. N. B. Parulekar started daily newspaper "Sakal" in 1932. It creates own space and become famous in Marathi Media it having many varieties in their internal pages and supplements to focus audience in every age group.

Sakal having different kind of articles and supplements. "Balmitra" is special supplement for children which published in every week with "Suptrang" Supplement. Balmitra is valuable for children and their future. Editors think about likes and dislikes of children while editing or writing this "Balmitra" supplements. Said head editor of Balmitra Mahesh Badrapurker.

Sakal Newspaper published by the Sakal media group. Sakal published not only news but also it publishes articles and valuable content. Balmitra is a supplement for children that published with Sakal newspaper every Sunday.

Creative games printed on first page of Balmitra, because of that many children attracted towards it and also enjoy that creativity. Major focused on 1st to 4th std. children while writing and editing Balmitra.

Many time different kind of creative pictures like animal, birds, printed on Balmitra's story or on articles because children like such

beautiful natural pictures, animal picture and birds picture editor of this supplement think about the children's likeness. Many times such beautiful pictures printed on these supplements.

Many little bit scientific art and experiments were printed in Balmitra Supplement that gives opportunity to build up children's mind to do some creative work. Many scientific experiments or methods also learned by the children with this Balmitra E.g. 1) some types of instruments.

Editor gave information about some instruments and also information about structure of that instrument with some creative page wrap.

Because of such creativity students easily understand which type of instruments is that. There are many structure of some kind of different things which are used in daily life.

Children should build up their knowledge about different kind of languages and pictures. For that Balmitra gave some English word and incomplete pictures which should be complete by the children. Such type of creative exercise also included in Balmitra.

Many information about wonders in the world and many things in life are also included in the Balmitra.

"Mazi ghost" is famous write up that increase knowledge of children it having knowledge about wonders in the world.

"Light Bos" is famous write up which gives knowledge about many famous spots and cities in world.

"Balmitra" also gave knowledge about competitions, it conducts some creative competitions about drawing and short stories in which children participate with full of joy. Because of such mind set children's mind attracted towards. Reading, Drawing and Writing.

Balmitra conduct 300 to 400 types of drawings from which only 15 to 20 best drawings published by the editors. Name of children / student published with the name of their school in Balmitra. There is one motto with some competitions best artist will take birth in future.

NIE is another supplement which is called "News Paper in Education". This supplement is published for 5th to 7th std. age group. In this supplement there are many articles on science, maths, language skills, that increase knowledge and skill to solve maths. This type of exercise helps students or children in their future.

There are some creative structure of lamp and crackers in Diwali vacations which increase interest of children's. There is some informative write up in this supplement on the occasion of festivals like Diwali which gave valuable information about food, environment and festival.

As per this there are some important write up based on environment, Some Valuable Records which gives inspiration to young once. There are some funny stories, folk tells, sudoque. Some sport articles based on sports like cricket, football. There is also introduction of famous players, writers/actors, scientist, fort, history of kings which generate thinking and reading power of students.

There are some incomplete songs which have to complete, some incomplete words, synonymous, antonyms, proverbs, adverbs, which was given for exercise. This kind of write up creates positiveness in reader's mind.

There are thousands of schools which are buyers of NIE supplements. Many Children's and Readers sent their drawings; write ups and also took part in competitions conducted by the "Sakal". There are some stylish and creative gifts and prizes to winners.

Education prime page published in daily newspaper Kesari. This page is mainly for the 3rd std. to 8st students. Types regarding study and different articles are involved in it.

Addition, subtraction, Multiplication, such Mathematical process is also included in it. Languages like English, Marathi are also teaching with this page.

"Full to Dhamal" is one supplement Published every day in summer and Diwali vacation. This supplement teaches lesson about general knowledge and it emulates brain of children's or Readers.

4) Suttiche Paan

Is the special page published in long vacation like summer vacation and Diwali vacation? The main objective of this supplement is to develop language skills, know word and their meaning, writing skills and improve scientific attitude.

5) ANAND

Known over the years for producing intelligent reading, the magazine was first published on August 15, 1906. The brain child of V. G. Apte, a teacher, Anand was the result of Apte's belief that like adults, children also need some good reading. So, it began as a 40-page issue for children with a 40-page addition for older students and women. Over the years, it has focused on providing quality reading about current issues, general knowledge, political happenings and more. Interestingly, Anand did its patriotic bit in India's freedom struggle through its writings. Printed fully in black & white the magazine is one of the oldest children's magazines in India.

6) BALVIKAS

Frequency :	M
Language :	M
Started :	1968
Target Group :	12 - 17yrs
Publisher:	Sane Guruji Balvikas Mandir, 172, Mumbai Marathi Grantha Marg, Dadar (E), Mumbai 400014. 1/6611 East Rohtas Nagar Shadara, New Delhi 1100032 Tel: 022-2413 5213, 011-22328304
Subscription :	Rs.60/-

Annotation : A magazine meant for older children and youth whose objective is to help in developing their educational, social and cultural values. The thought provoking articles in the magazine are literary and spiritual in nature.

7) BRAIN TONIC

Frequency :	M
Language :	E, M
Started :	2006
Publisher :	Brain Tonic Publ.

Brain Tonic is a bi-lingual monthly magazine for children, parents and teachers. It provides contents in both Marathi and English languages. Various subjects covered in this monthly magazine are

science, astronomy, mathematics, history, geography, bird watching, project study, drama, folktales, puzzles, etc. Articles written by children as well as by experts in various fields are regular features. Other features of Brain Tonic Magazine include topics like personality development modules, resource material for competitive examinations, projects for school children, general knowledge, enriching articles etc.

8) CHAMPAK

Named after a tropical flower, one of the oldest magazines published for children Champak consists of modern stories with a moral message. The signature style of Champak is its stories based on animals. The magazine is able to draw readers into a world of knowledge and facts and also teases children's creative abilities through healthy competitions.

9) CHHOTU

Frequency: M

Language: M

Publisher: Sanyam Publications

A black and white magazine of not very good physical quality, but publishes good informative articles, stories and jokes.

10) KISHOR

Frequency: M

Language: M

Over the last 35 years Kishor has played a major role in informal education. One of the cardinal principles of Kishor's editorial policy, as laid down at the time of inception, is that it should help its young readers to develop a rational and scientific outlook towards life. In pursuance of this policy, a certain number of pages are allotted every month to articles and features on science, technology, global geography, social history, sports and like subjects. These articles are written in lucid language, avoiding too many technical terms or being dryly informative to keep the children abreast of the latest development in the various fields around them.

Kiran Kendre - Editor of Kishor (Magazine)

Some important points from interview -

Kishor (Magazine) - Important Points

Target Group - 8 to 14 years old.

Aim - To develop reading habits.

- 1) Reading different kinds of books which are not text books or study books.
- 2) **Start** - 14 Nov. 1971 - First edition was published. (14 November - Birthday of Former Prime Minister of India.)
- 3) **Diwali Edition** - This magazine achieved highest position of circulation with 1 lakh edition.
- 4) Many famous poems were published from this magazine which was written by the famous poets like Mangesh Padgaonkar, Pravin Davne, Kavita Mahajan, Indrajeet Bhalerao.
- 5) **Children's Story** - Reader's likeness and conclusion
- 6) **Sayli's Diary** - Renu Gavaskar's Story

Many children like this story and it was famous.

Attractive front page of magazine is one of the most important feature.

There is no any excuse in quality.

The cost to create creative front page and inner drawing is upto 3 thousand.

500 R.S. or more than 500 R. S. for writers.

54 thousand editions send to schools.

Teachers and students take part in editions of this magazine.

Drawing Puzzles, Puzzles

Guess the word from drawing and write it in small manner.

400 to 500 students solve puzzles and submitted to office in every magazine.

Famous Articles

Peoples Story (Folklore)

Stories on Kids World, Children's Song.

The Purpose behind Selection of Content

- 1) Giving publicity to science
- 2) To build up science view.

Build up yourself

- o Skill set of word is important - puzzles
- o Communication Skills - Proverbs, pronunciation
- o Increase level of thoughts and thinking ability.

Giving importance to those articles on which children's think more and more or which increase thinking ability of children's.

Importance of Ethics

Take Care of Ethics

Publish valuable thoughts from Stories and Poems

Be Writer

Students complete their tasks and work with proper instructions.

Future Planning

Starting new feature who introduce many regional languages.

Space Research

Stories based on astronauts, edition presentation, attractive drawings is our likeness. How to start mathematical puzzles is major thinking.

Children should write more and more write up

So giving, Importance to story, poem features, drawings as per children's likeness.

Main purpose is

Some edition will publish by the children with their own ideas, thoughts and thinking ability.

11) KUMAR

Frequency : M

Language : M-E

Target Group : 7-10yrs.

Publisher : Kumar Karyalaya Trust
1276, Sadashiv Peth,
Bajirao Road, Pune 411030
Tel: 020-2447619

Subscription : Rs.150/-

Annotation : A bi-lingual magazine in Marathi and English, it covers interesting features like biographical sketches of famous personalities, pictorial stories etc. in addition to the usual sections on comics, jokes, puzzles, humor and many such fun filled pages.

12) CHHAWA

Frequency : Weekly

Language : M-E

Target Group : 7-14 yrs.

Publisher : Kesari-Mahratta Trust,
568, Narayan Peth, Pune 411 030.

Subscription : Rs.200/-

Qualitative Data Analysis – Part- 2

It was necessary to find out whether articles or contents really help to develop the multiple intelligence in the child. So researcher tried to collect various contents in the children periodicals and compare it will vary intelligence.

A child's intelligence depends on the child's tendency to explore and learn best in learning experiences. Specifically, the children's strengths in terms of all multiple intelligences were assessed as per the contents of a child magazine.

1) Solving puzzles, may be it be crossword or jigsaw or math's, board games develop Spatial, Logical, mathematical and linguistic Intelligence in a child.

Being able to reason about space, and how to manipulate objects in space, is a critical part of everyday life, helping us to navigate a busy street, put together a piece of "some assembly required" furniture, even arranging items in the fridge or cupboard. And these skills are especially important for success in particular academic and professional domains, including science, technology, engineering, and math. They develop the ability to see the physical world accurately and translate it into new forms, the ability to use "mind maps", they use imagery and guided visualizations, they like visual support-video, pictures, photos, charts, posters with crossword or word problems, they use language well and can learn the complex rules of language quickly. They use language to remember and think.

Logical-mathematical intelligence is how we understand, manipulate and use logic, numbers and reasoning to understand how something

works or detect a framework/pattern that exists or to create something.

The Mathematical puzzles and quizzes help children to find out reasons for doing things, they find order in complex situations, they solve problems using logical breakdown and analysis, they easily manipulate numbers, they Identify cause and effect, they possess good inductive and deductive reasoning, they learn equivalencies quickly, they Asks "why" and "how" questions, solve problems rapidly, they like to predict, analyze, and theorize, they are Sequential thinker.

2) Art and Craft Activates like drawing, coloring, making objects with paper and clay models. Science experiments, making or creating old historical scenes, making clay or paper models of various tools used by ancient civilizations, build a model of a mountain using cardboard, paper, different colors, clay etc., complete with rocks, trees and vegetation, making clay or cardboard models of various historical monuments develop Spatial Intelligence in a child.

They visualize things very well in their minds. They can also manipulate things in their mind space and analyze what the impact of any changes will be. They have very active imaginations and can easily create new worlds in their minds (may appear to be day dreaming). They can manipulate and play with physical objects very well and have mature fine motor skills. They can also express themselves very well by creating/drawing physical forms. They tend to move around as part of their learning process (may not be able to sit still). They develop an active imagination and Ability to find their way mentally and physically around environment. They make use imagery and guided visualizations, they like visual support-video,

pictures, photos, charts, posters, they can organize space, objects, and areas, they enjoy designing and decorating.

3) Stories, Poems, General Knowledge articles, making children write poems, stories Different articles related to History, Politics, Geography, different locations, languages spoken, climatic conditions, dressing habitat over there, Science and sources of energy, etc. increase linguistic intelligence in a child.

Such articles improve Reading, vocabulary. Emergent /creative writing, Writing and reading reports/essays. Taking and giving dictation, Giving and listening to verbal instructions (oral and/or written). Lecturing to Impromptu speaking, Storytelling, Dialogue and discussion, Debate, Publishing, telling jokes, listening to tapes. Doing crossword puzzles, Keeping a diary or journal

They understand words and language very well and have well developed vocabularies.

They use language well and can learn the complex rules of language quickly.

They use language to remember and think.

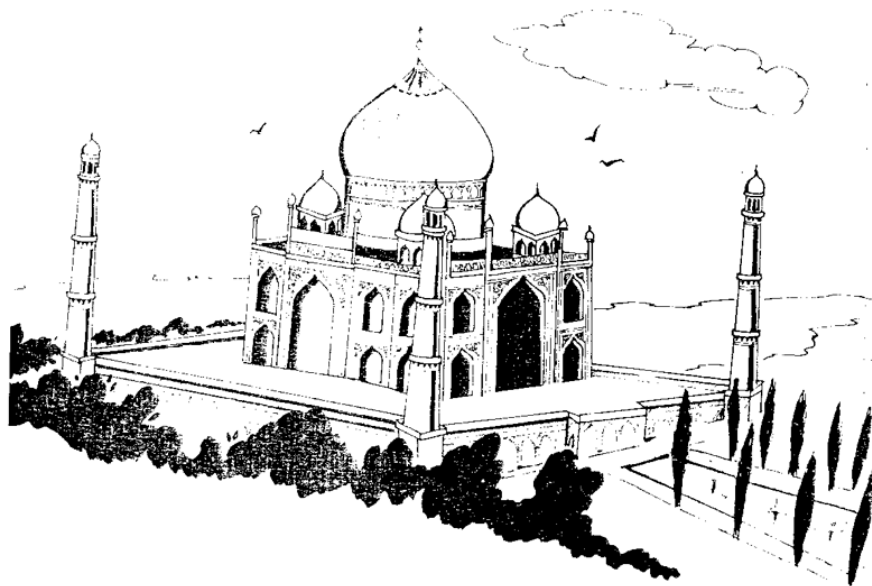
They can express themselves very well in both oral and written forms.

Here are few examples

Knowledge of History

Inter Personal Intelligences

THE TAJ MAHAL



The Taj Mahal is one of the finest building in the world. It stands on the city of Agra on the bank of the Jamuna. It was built by Shahjahan in the memory of his beloved wife Mumtaz Mahal. It is one of the seven wonders of the world.

The building is made of pure white marble. It stands on a raised platform of red stone, It has four tall minarets one at each corner. A splendid white dome rises in the centre. The tomb is very beautiful.

The Taj Mahal is surrounded by a nice garden with many lawns. The lawns are laid out with cypress trees. Fountains play here and there.

The tomb is in a vault beneath the building. Above it there is a big hall. It is decorated with precious stones and verses from the Holy Quran are engraved on the walls. It is believed that 20,000 men took twenty years to build the Taj and it cost three crore rupees. The Taj Mahal is a place which looks beautiful at all times of the day. But in the moonlit night it is indeed a sight to see, it looks like a palace of silver.

The Taj is not only Agra's but India's crowning glory too!

- Sharada Bapat

Chhawa - Nov. 1987

Interpersonal Intelligence and Culture

HISTORY OF CHRISTMAS



Christmas is a Christian holy day that celebrates the birth of Jesus Christ. No one knows the exact date of Christ's birth, but most Christians observe Christmas on December 25. On this day, Christian people go to: church, where they take part in special religious services. During the Christmas season, they also exchange gifts and decorate their homes with holly, mistletoe, and Christmas trees. The word Christmas comes from Cristes maesse, an early English phrase that means Mass of Christ.

The story of Christmas comes chiefly from the Gospels of Saint Luke and Saint Matthew in the New Testament. According to Luke,

an angel appeared to shepherds outside the town of Bethlehem and told them of Jesus birth. Matthew tells how the wise men, called Magi, followed a bright star that led them to Jesus.

The first mention of Christmas

The first mention of December 25 as the birth of Jesus occurred in A. D. 336 in an early Roman calendar. The celebration of this day as Jesus birth date was probably influenced by pagan (unchristian) festivals held at that time. The ancient Romans held year end celebrations to honor Saturn, their harvest God and Mithras, the God of light. Various people in Northern Europe held festivals in mid-December to celebrate the end of the harvest season. As part of all these celebrations, the people prepared special foods decorated their homes with greenery, and joined in singing and gift giving. These customs gradually became part of the Christmas celebration.

At the end of fourth century Christianity became the official religion of the Roman Empire. By 1100, Christmas had become the most important religious festival in Europe and Saint Nicholas was a symbol of gift giving in many European countries.

Nativity the birth of Jesus. The popularity of Christmas grew until the Reformation, a religious movement of the sixteenth century. This movement gave birth to Protestantism. During the seventeenth century, because of these feelings, Christmas was outlawed in England and in parts of the English colonies in America. The old customs of feasting and decorating, however, soon reappeared and blended with the more Christian aspects of the celebration.

Gift giving

The custom of giving gifts to relatives and friends on a special day in winter probably began in ancient Rome and Northern Europe. In these regions, people gave each other small presents as a part of their yearend celebrations.

Other customs

In the ninteen'th century two more Christmas customs became popular decorating Christmas trees and sending Christmas cards to relatives and friends. Many well-known Christmas carols, including Silent Night and Hark ! The Herald Angels Sing, we composed during this period. In the United States and other countries, Santa Claus replaced Saint Nicholas as the symbol of gift giving.

The celebration of Christmas became, increasingly important to many kinds of businesses during the twentieth century. Today, companies manufacture Christmas ornaments, lights, and other decorations through-out the year. Other firms grow Christmas trees, holly, and mistletoe. Many stores and other businesses hire extra workers during the Christmas season to handle the increase in sales. The word Xmas is sometimes used instead of Christmas.-This tradition began in the early Christian church. In Greek, X is the first letter of Christ's name. It was frequently used as a holy symbol.

How Santa Claus came to be

A long time ago, a bishop named Nicholas lived in what is now the country of Turkey. No one knows much about him. But there are stories that he often helped children who were in need.

Many years after his death, Nicholas was made a saint. In time, he became the patron saint of children. Today, the date of his death, December 6, is an important date in some countries in Europe. On the night before Christmas, children put out their shoes and hang up their stockings. Early next morning, they rush to see what gifts Saint Nicholas had left for them.

Saint Nicholas visits towns and cities, leads parades, talks to children and often hands out small gifts. He is dressed as a bishop, of course, wearing a red or white robe and a tall, pointed hat.

St. Nicholas's scary helper.

Chhawa - Dec 2004

Collecting General Information

FUN - TIME

Q. What did the dad buffalo say to his son on the first day of the school.

Ans: Bison

Q. What's bright eyed and bushy tailed?

Ans: A squirrel on crack.

Q. Why did the horse eat with its mouth open?

Ans: Because it had bad "stable manners"

Q. How, do you make a bandstand?

Ans: Take their chairs away.

Q. When do monkeys fall from the sky?

Ans: During ape-ril showers.

Q. Did you hear about the bankrupt goldfish?

Ans: He became a bronze fish!

Q. Why did the dog go to court?

Ans: Because it got a barking ticket!

Q. Why did the teacher wear dark glasses?

Ans: Because she had such a bright class!

Q. What does a broom do when it's tired?

Ans: It goes to sweep.

Q. What fish do knights like?

Ans: Swordfish.

Chhawa - Dec 2004

Ethical Social Intelligence

PRESENCE OF MIND



A cock sat on the fence crowing loudly. A fox heard him and decided to make a feast of him. He came to the cock and said, "Have you heard the latest news?"

"No" replied the cock.

The fox said, "Well, a new peace pact has been made. From now on no animal will eat the other. Cats will not prey on mice, wolf will not kill the lamb and in the same way, I will not harm you. So let's be good friends."

"Well, that's good news said the wise cock' raising his head and looking at something the distance. "I see some hounds coming this way, perhaps they are bringing the same good news."

The fox said, "In that case, I better-go." "But why they cannot harm you after the pact," said the cock

"But there is a chance they have not heard of the peace pact." Saying so, the fox ran off as fast as he could. The clever cock had a hearty laugh at having made a fool of the fox."

Malti Agtey

Chhawa - Dec 2004

Surrounding Information

THE GATEWAY OF INDIA



You cannot miss the magnificent stone gate if you pay a visit to Apollo Bunder in Bombay- It stands on the sea and it must have looked more impressive when it was built in 1911, because there were then few high buildings along the shore.

It was built to welcome King George and Queen Mary. This British royal couple then happened to be the King and the Queen of India too. The monument designed according to the traditional architecture of Western India now welcomes those who come by ship. Two other attractions have been added to the site: one is a statue of Chhatrapati Shivaji. The other is a statue of Swami Vivekananda.

Chhawa - Dec 2004

Nationalism

MY INDIA



India is never invaded any country in her last 10,000 years of history.

- * India invented the number system. Zero was invented by: Aryabhata.
- * Algebra, Trigonometry and calculus came from India. Quadratic equations were Shridharacharya in the 11th century. The largest numbers the Greeks and the Romans used were 106, whereas the Hindus used numbers as big as 10⁵³. (10 to the power of 53) with specific names, as early as 5000 BC during the Vedic period.
- * The value of 'pi' was first calculated by Budhayana, and he explained the concept of what is known as the Pythagorean

Theorem. He discovered this in the 6th century, long before the European Mathematicians.

- * The place value system, the decimal system was developed in India in 6000 BC.
- * Ayurveda is the earliest school of medicine known to humans. Charaka, the father of medicine consolidated Ayurveda 2500 years ago. Today Ayurveda is fast gaining its rightful place in our civilization.
- * Sushruta is the father of surgery. 2500 years ago, he and health scientists of this time conducted complicated surgeries like cataract, fractures, urinary stones and even developed plastic surgery, brain surgery and the artificial limbs. Usage of anaesthesia was well-known in ancient India. Over 125 surgical instruments were used.
- * Deep Knowledge of anatomy, physics digestion, embryology metabolism, and immunity is also found in many.
- * Bhaskaracharya calculated the time by the earth, to orbit the sun hundred years before the astronomer Brahmagupta. (5th Century); taken by the earth to orbit sun. :365. 258756484 day
- * The art of Navigation was used by the river Sindhu 6000 years ago. The word Navigation is derived from Sanskrit word NAVGATI. The word is derived from Sanskrit 'Nau' (ship).
- * USA based IEEE has proved what been a century old suspicion in the scientific community, that the pioneer wireless communication was- Jagdish Bose and Marconi.
- * According to Geological Institute America, up until India was the only source diamonds to the world.

- * Chess (Ashtapada) was invented in India.
- * The earliest reservoir and dam irrigation were built in Saurashtra.
The world's first university was established in Takshashila in 700 BC. More than 10,500 students from all over the world studied more than 100 subjects. The university of Nalanda built in the 4th century BC was one of the greatest achievements of ancient India in the field of education.
- * Sanskrit is the mother of all the European languages. Sanskrit is the most superior language for computer software- a report Forbes magazine, July 1987.

Neela Kher

Chhawa - Dec. 2004

Intelligence - Craft

BATIK PAINTING



Things You Need : White cotton,

Fabric or T-shirt, Brushes, Water, Flour Container (bottle)

Cold water dyes available from chemists and super markets

How to do:

Make a paste from flour and water and pour it into the container. Squeeze paste onto the T-shirt or fabric in whatever design you like. When the paste dries, make up, cold water dyes and paint the glue-free areas with brushes. When the garment or fabric dries- your artwork is ready to use.

Chhawa - Dec 2005

Surrounding Information

HUMBER BRIDGE

The Humber Bridge, completed in 1981, spans the River Humber in England. There are many types of bridges, the suspension bridge, Guide bridge, Truss bridge.

Rigid frame bridge, Arch bridge with road below, Arch bridge with road above and unusual types like drawbridge, Lift bridge and Swing bridge. The Humber Bridge is the longest. Suspension bridge in the world, the span is 4,626 feet (1,410 m) from one main support to the other. If all the wire used in the cables were laid in a straight line it would measure 44,000 miles (71,000 km) or almost enough to go around the entire earth twice. The bridge is used by both cars and pedestrains. It is toll free.

Chhawa - June 2005

Special Intelligences

MY SCRAPBOOK



You Need: 1) Notebook or Scrapbook 2) Writing Pen
3) Coloured pencils/pens 4) Glue 5) Scissors

How to do:

Some day you feel very happy or some special occasion is there or maybe you like to note the different things happening around you proverbs, sayings, thoughts feelings etc.

You can illustrate them by noting them down, writing stories, collecting pictures or drawing them in your scrapbook. You can even note down your daily experiences. This can bring out the creativeness in you by presenting each experience in a different way. You can treasure this book all through your life.

Chhawa - June 2005

Interpersonal Information

THE PUG



The Pug is an AKC and FCI recognized dog breed, classified in the Toy Dogs group. The American Kennel Club first recognized the breed in 1885. Originally, the pug came from China. Over the last few years the pug has become more and more popular. Pugs are ranked #15 in the AKC Dog Breeds 2000 Top 50 (ranking based on the number of dogs that we registered by the AKC in 2000). An increasing number of people recognized and appreciated the pug's clownish and loving character. However, the roles pugs in television commercials and movies has been a reason for the increased popularity of the breed.

General Appearance

Symmetry and general appearance are decidedly square and cobby. A lean, leggy Pug and a dog with short legs and a long body

are equally objectionable. Weight of the pug (dog or bitch) is from 14 to 18 pounds' desirable. Proportion is square. The coat is fine, smooth, soft, short and glossy, neither hard nor woolly. The colors are silver, apricot-fawn, or black. The silver or apricot-faw colors should be decided so as to make the contrast complete between the color and the trace and the mask.

This is an even-tempered breed, exhibiting stability, playfulness, great charm, dignity, and an outgoing, loving disposition.

BULLMASTIFFS

Description : The Bullmastiff breed is one of great strength, endurance and alertness.

They are natural guardians of the home and will not back down from a fight. They are known to be loving toward their masters and normally very gentle, cheerful and calm. With strangers, they are rather aloof. They are also Known as the "gamekeeper's dog". This breed was bred A accompany gamekeepers helping to track and over power poachers.

Bullmastiff Height : 25 - 27 inches **Bullmastiff Weight:** 90 - 130 Ibs. **Bullmastiff Colors:** Shades of brindle, fawn or red Slight white marking on the chest is permissible, black muzzle.

Chhawa - Feb. 2005

General Knowledge

LOST CITY OF THE ANDES



The lost city of Andes is called as Machu Picchu. It is an ancient city high in the Andes Mountains in Peru. It is believed that Incas build this city because they thought they would be well hidden there from Spanish invaders. The Inca Empire was a mighty civilization which flourished from the 13th Century for about 200 years. Buy it was sacked and destroyed in 1532 by Spanish invaders who came to South America in search of gold.

Chhawa - Feb. 2005

WHAT IS A SNOWFLAKE?



Snow is frozen water vapor. During the process of crystallization, these crystals are carried up and down in the atmosphere by air currents, during which they collect specks of water on it. Gradually these crystals become larger and hundreds of crystals gather around one nucleus. When such a group of crystals becomes large enough it begins to float down towards the ground and we call it a snowflake. The size of a snowflake depends on the temperature. The colder the temperature, the smaller the size of snowflakes formed. Some snowflakes are more than three centimeters in diameter. Attractive designs of crystals are formed in snowflakes.

Chhawa - Feb. 2005

Linguistic Intelligence

RHYMING RIDDLES

- a) In a wall of glass
Their lives this light.
It sleeps in the day time
And works at night.
- b) This box - house on wheels
Is running a race,
Taking all men & women
from place to place.

Logical Memorizing Things

PICK THE ODD ONE OUT

- 1) Table, chair, grass, desk
- 2) Nylon, cotton, rayon, terylene
- 3) Robin, Bear, fox, dog
- 4) Mango, tomato, pear, grape
- 5) Kle, deer, aeroplane, sparrow

Answers: 1) grass - others are wooden 2) cotton - other fabrics are synthetic 3) robin - bird 4) tomato - not fruit 5) deer - cannot fly

ANIMAL ABODE

Eg. A place where bees are kept hive

- 1) A place where birds are kept _____
- 2) A place where pigs are Kept _____
- 3) A house for a dog _____
- 4) A place where chickens are kept _____
- 5) A place where fisth are kept _____

Ans : 1) aviary 2) sty 3) kennel 4) coop 5) Acquarium

Chhawa - Sept. 1987

Ethical Story

AKBAR AND BIRBAL



One day Birbal who was always punctual arrived late in the court of Akbar. Akbar asked him the reason for being late. When Birbal told that he was detained because his son would not allow him to leave before he repaired the child's broken toy. All the countries and the emperor started laughing. The thought that Birbal was beaten by a mere child. But Birbal said that sometimes even God is helpless before a child's whim. But Akbar did not agree and said that he would deal with Birbal's son in no time. So Birbal's son was brought before the emperor.

Akbar asked the child if he would like to eat anything. Birbal's son asked for some sugarcane. Some sugarcane cut into piece was brought for the child. But the child said that he wanted a stick of cane. Akbar asked his servant to get a stick of sugarcane.

The child started crying and insisted the same pieces of sugarcane be joined together. Akbar could not stop the child's crying and asked him to be taken away. He accepted that even small children can get the better of us.

Lalita Bapat

Chhawa - Sept. 1987

INFORMATION

- | | | |
|--------------------------------|---|--------------|
| 1) Largest and heaviest animal | - | Blue Whale |
| 2) Largest egg | - | Ostrich egg |
| 3) Biggest reptile | - | Alligator |
| 4) Smallest bird | - | Humming bird |
| 5) Tallest animal | - | Giraffe |

CALL OF ANIMALS

- | | | |
|-------------|---|----------|
| 1) Ape | - | gibbers |
| 2) Lion | - | roars |
| 3) Horse | - | neighs |
| 4) Frog | - | croaks |
| 5) Elephant | - | trumpets |

Chhawa - Sept. 1987

Craft - Physical Kinesthetic Intelligence

Holiday Hobbies

PICTURE FOR YOUR ROOM

The Things you need :

A Pretty picture, A Round cheesespread box, Glue, Poster paint and brush, Piece of ribbon, Scissors.

What you have to do :

Cut a large circle out of the box lid leaving a narrow edging. Paint the outside of both halves of the box. Stick the picture inside the bottom of the box. Glue the lid on the box. Make a bow with ribbon and stick it on the back of the box, making sure you have the picture the right way up. Now hang your picture on the wall.

Chhawa - Sept. 1995

Logical Intelligence

RIDDLES

1. Forty teeth have I complete
Yet I have never learnt to eat.
Sometimes black and sometimes white
Yet I cannot even bite.
2. Thirty-two white horses upon a red hill.
They tramp and they champ, now they stand still.
3. Two brothers we are
Great burdens we bear,
on which we are bitterly pressed.
The truth is to say
We are full all day
And empty when we rest.
4. Old mother Turitect had but one eye
And a long tail which she let fly
And everytime she went through a gap
She left a bit of her tail in a trap.
- 5) We are little airy creatures
All of different voices and features
One of us is glass in set
One of us you will find in jet
Another you may see in a tin
And a forth a box within
If the fifth you should pursure
It can never fly from you.

Answer .
1) comb
2. Teeth and gums
3. A pair of shoes.
4. Needle and thread
5. Vowels - a, e, i, o, u.

Interpersonal Intelligence

THE EXAMINATION

My Heart leaped up, I was frightened

I thought I was going to die,

Seeing the hard, tough exam paper

before my eye.

Not a sum could I solve

Not a question could I answer

Even if I studied so hard

Burnt the midnight oil

Then when time was almost over

I wrote what I could write

I thought very hard with all my might

I wrote three pages not one more,

Then I began to think how many marks

I would score

Then when the results were cut

I burst into tears,

But they were of happiness

As I had come first

Rashmi Pathak

Chhawa - July 1995

Medium of Linguistic Intelligence

KNOW YOUR ALPHABETS

A is for Ambition

Which leads you to higher ideals.

B is for Brotherhood

Which links one and all together

C is for Cleanliness

which good boys and girls should cultivate

D is for Daddy

Who works hard for our health and education

E is for Enthusiasm

Which is the first step for reaching success

F is for Friendship

Which can never be taught but can easily be won with love

G is for God

Who made us and loves us and helps us to live and love.

H is for Health

Which is our greatest wealth

I is for Immorality

which is gained through great sacrifices and selfless needs.

J for Joy

which brightens our days and sweetens our life

K is for kindness

Which is a miracle to drive sadness away and bring sunshine
to the poor, weak and sick

L is for Love

which like the sun warms itself and all others around

M is for Mother

who is Divine and the very symbol of sacrifice, whose only
concern is our welfare

N is for Nobility

which is the brightest jewel of our character

O is for Obedience

which we must always show to Mother, Father, Teacher and God

P is for Prayer

which is the greatest solace and protection under all
circumstances

Q is for Quiet

which is so precious and rare because in the quietitude of our
heart God speaks to us

R is for Righteousness

which must imbibe in all our thoughts, words and deeds

S is for Smile

which is encouragement

T is for Truth

Which is to be adhered to at all times

U is for Unity

United we stand, but divided we fall

V is for Victory

Victory of goodness over evil-all your aspirations should be

W is for Work

which is dedicated service and a key to win God's love

X is for Excellence

which could be gained by sincere and regular studies

Y is for Youth

which is the best period for striving to reach our goal

Z is for Zeal

which helps in all our endeavors

D. V. Keshkar

Chhawa - Jan. 1994

Cultural Intelligence

HOLI AND RANG-PANCHAMI



There are many stories of the origin of Holi. The most widely held belief is that Holi marks the day when the devotee of Lord Vishnu, Bhakt Prahlad, seated on the lap of demoness Holika, was saved from the effect of the fire by God and the demoness got burnt instead. Other stories relate to the death of demon putana at the hands of Lord Krishna and to the burning of demoness Hoda by Children. Some link the festival with the worship of Karma, God of pleasure and destiny. Holi is a harvest celebration marking the climax of spring. Bonfires are lit, marking both the end of winter and the death of evil, and proceeds from the seasonal harvest-grains, coconuts etc. offered to the flames. The next day, dhuleti involves plenty of colour

throwing, and feasting. People have fun throwing coloured powder and colourful water at each other, dancing. In Maharashtra Rang-Panchami is celebrated on the fifth day from Holi, People enjoy playing with colours and colourful water which is followed with a feast of puran poli.

Safety Tips

- * With spirits soaring high, there are some precautions that should be taken by everyone to protect the skin and hair while playing with colours.
- * While gulals or dry powder colours are a safe choice, there is a range of herbal colours also available in the market. They are made from -flower petals and other herbs, they are available in vibrant colours. Screaming pink, marigold yellow or grasshopper green - these herbal colours are relatively safe and don't burn the skin.
- * Put a coat of oil on your skin before playing with colours. Sunscreen lotions help against burns if there is prolonged exposure to the sun.
- * Stay away from the silver liquid colour as that can play havoc with your skin.
- * While removing the colours use mild soap or cleanser. Use lots of water to clean. Put lots of moisturiser on your skin after bath.

Chhawa - March 2007

Scientific Intelligence

WHEN IS A FROG NOT A FROG



The answer is when it is a tadpole. Tadpoles hatch from frog's eggs and live underwater, breathing air with the aid of their gills, as fishes do. The adult frog had no gills and breathes air mostly through its skin and sometimes, as with this common frog, also with the use of its lungs. The great change that happens, which turns a water breathing tadpole into an is breathing frog, is called metamorphosis.

Metamorphosis is controlled by a tadpole's thyroid gland. If this gland takes in iodine, metamorphosis happens early and produces a tiny frog. If the thyroid gland is removed, metamorphosis never happens and the tadpole just goes on growing.

WHAT USES IT EARS AS FANS



Many animals use their ears to lose heat from their bodies. In this case, the best answer to the question would be an African elephant because its great ears are certainly the most fan like in the animal world. They are larger even than those of its close relative, the Indian elephant, which also lives in a hot country but stays more in the shade. Both these huge beasts, which are the largest of living animals (the African elephant being the bigger one) also cool themselves by wallowing in water and spraying water over their bodies with their trunks.

Chhawa - March 1995

Physical Kinesthetic Intelligence

Indoor Activities

JINGLE POLES

Use simple poles to make music, they are a great instrument to play and keep the beat with

Things you need:

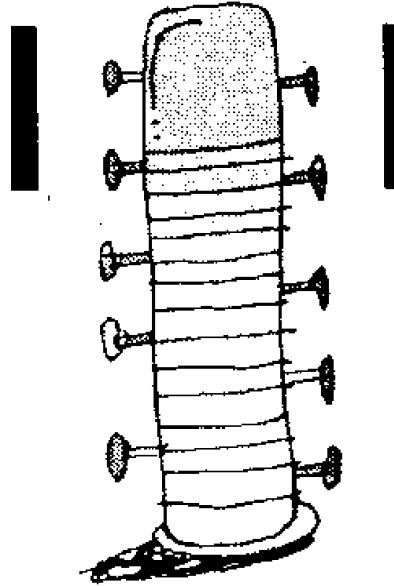
Broom handle Hammer,
Nails, Bottle tops,
Vice, Rubber doorstops,

How to Do:

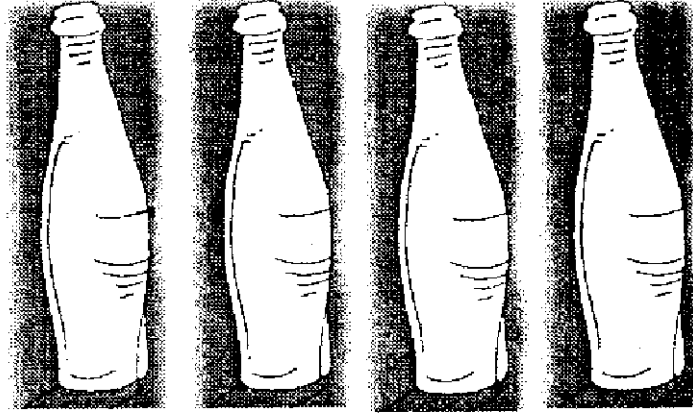
Hammer holes in all bottle tops first. Then hold the broom handle securely in a vice, while you hammer the bottle down all sides of it. Hammer them in groups close enough for them to touch and rattle. Only hammer the nails to the broom handle a little away so the bottle tops are loose and can really rattle well.

Screw a rubber doorstop onto the end of the pole.

Put on some music and you will love playing the jingle pole along by bouncing and banging it on the floor in time to match with the music.



Soft drink bottle music



Making music out of a plastic soft drink bottle is incredibly simple.

You Need:

- 1) Food colors, Water, Plastic soft drink bottles

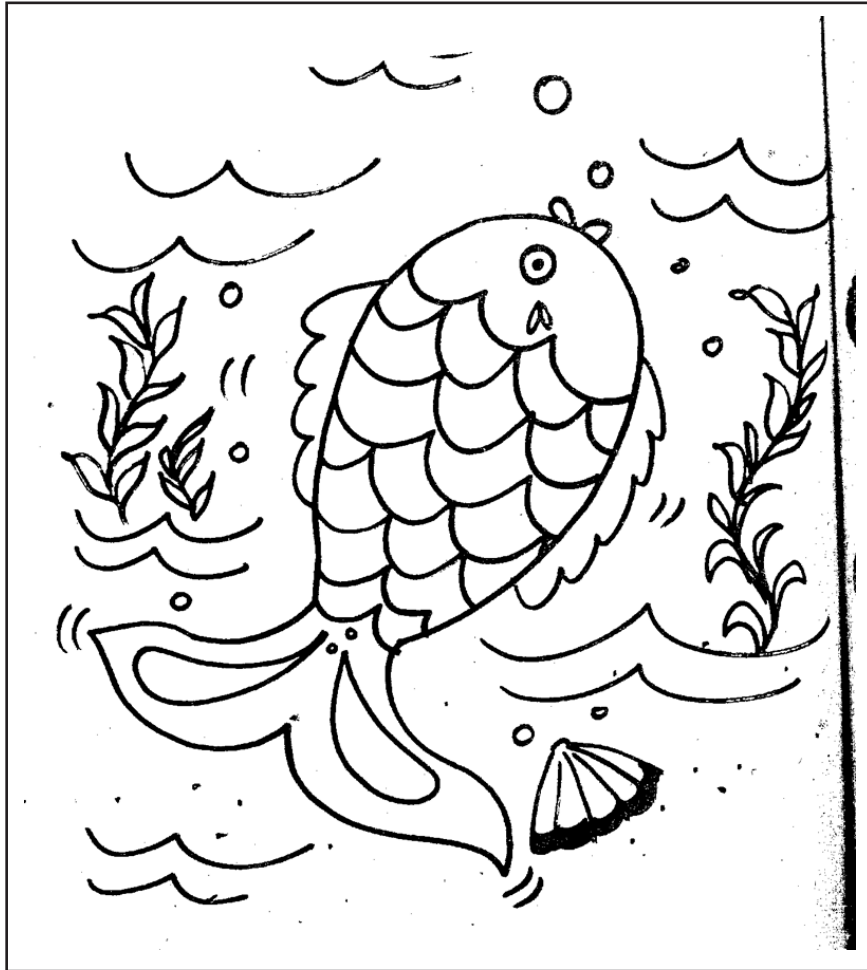
How to Do :

Making music out of a plastic soft drink bottle is incredibly simple. Just hold it up to your lips and gently blow across the top of the empty bottle. You can vary the pitch by putting different amounts of coloured water into some of the bottles and make a whole range of sounds. Soft drink bottle music will provide lots of musical fun.

Chhawa - Sutti Visheshank 2006

Physical Kinesthetic Intelligence

COLOUR THE PICTURE BRIGHTLY

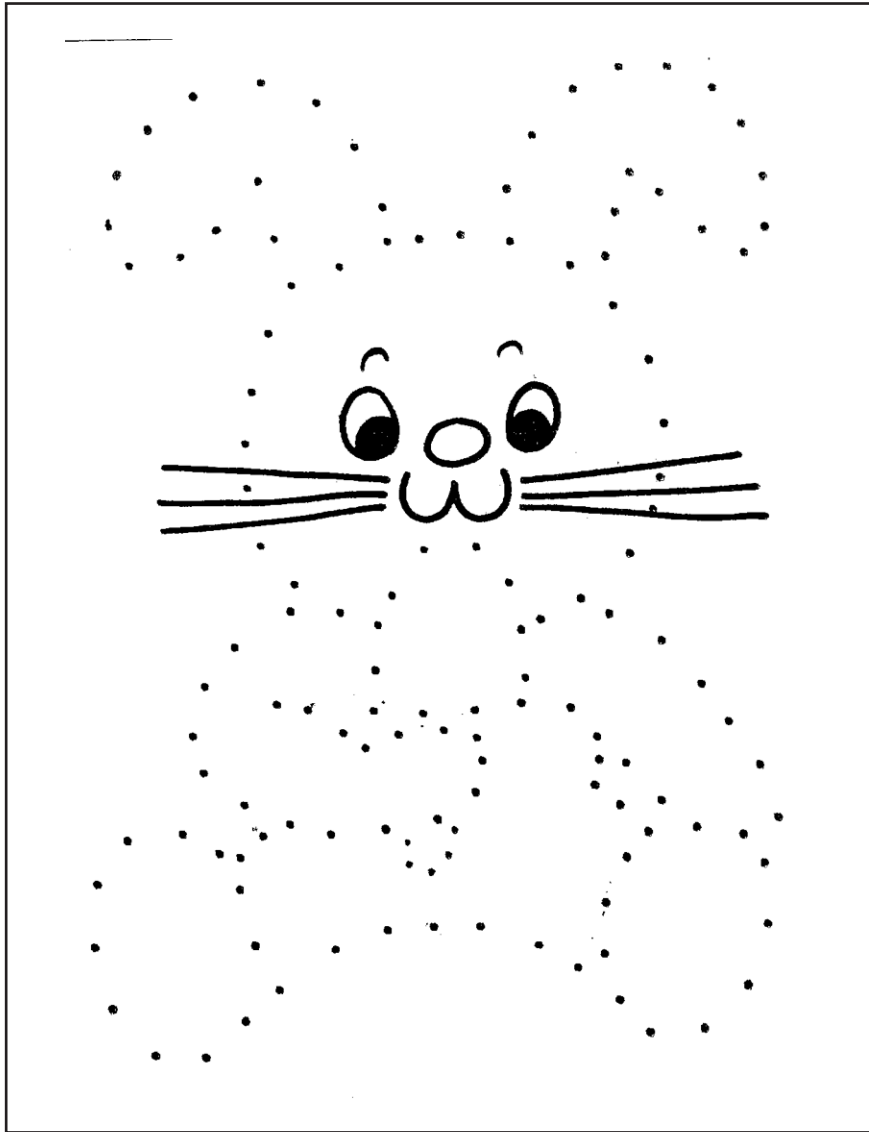


COLOUR THE PICTURE BRIGHTLY

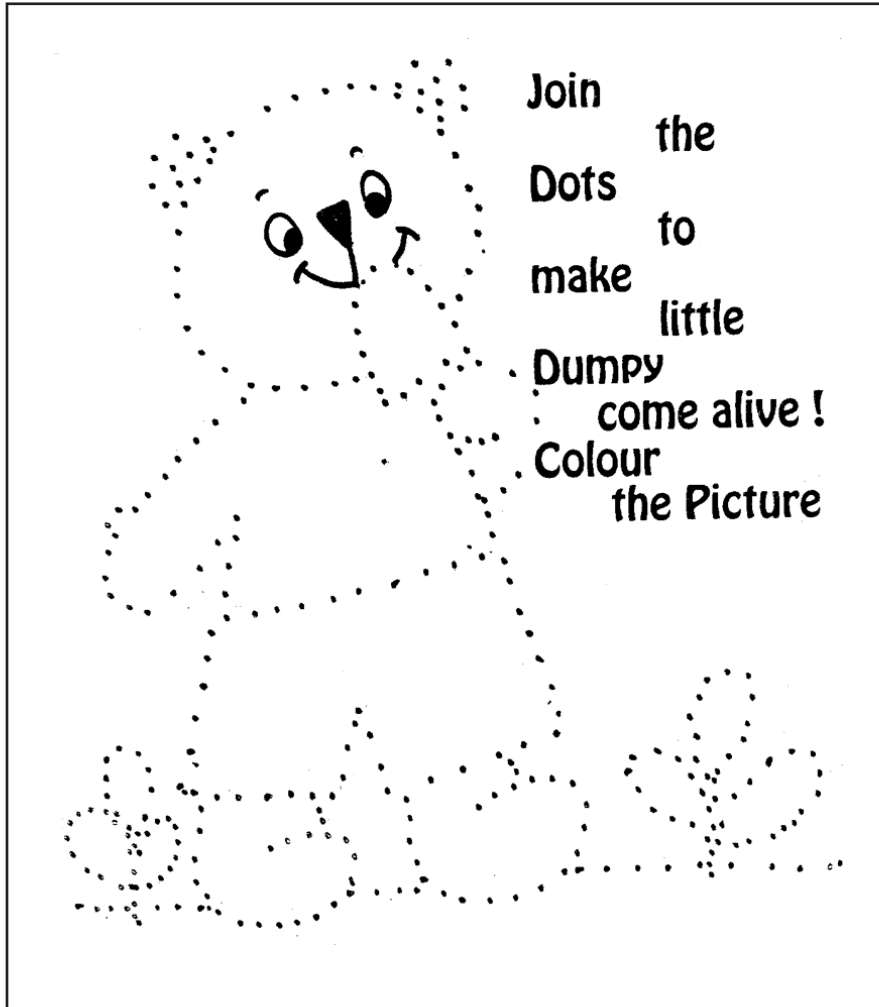


Developing Confidence for Art

JOIN THE DOTS

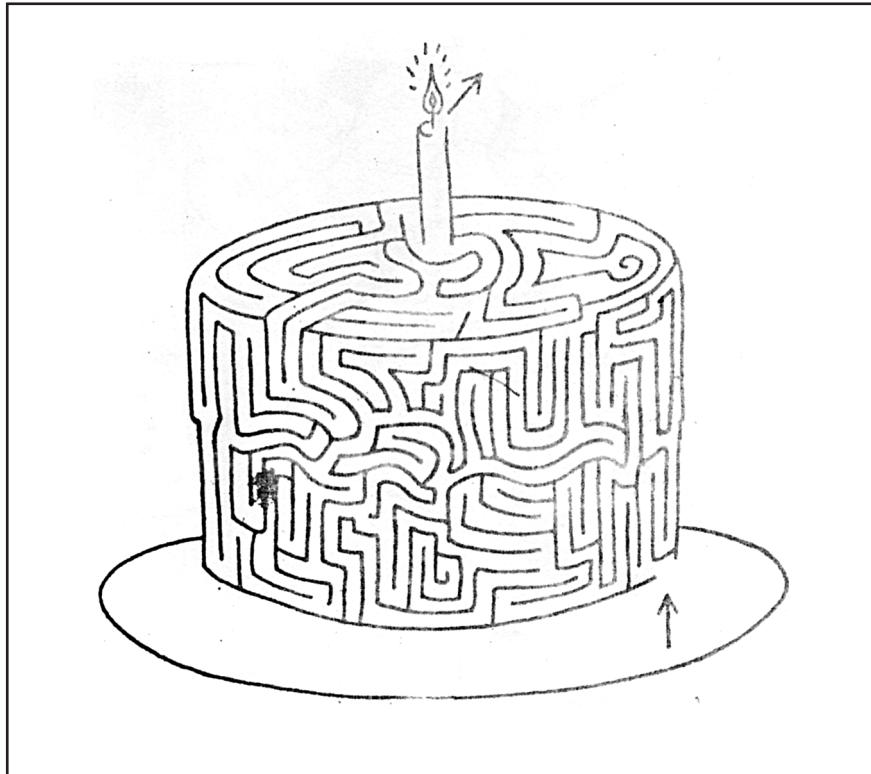


Join the Dots to Make Little Dumpy come alive!



Logical Intelligence

THE MAZE CRAZE



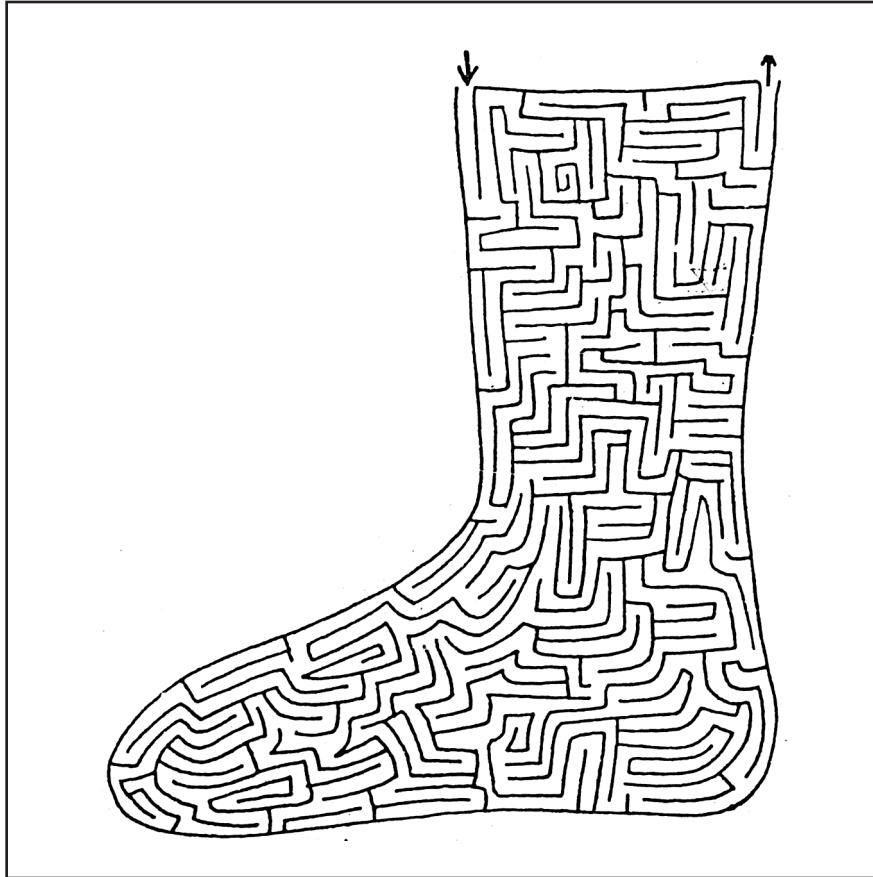
Can you find your way through this Cake Maze?

Enter at the arrow, bottom right and exist at the top of the candle.

Time limit : 2 minutes.

Chhawa - August 1987

Can you find your way through this Christmas Stocking Maze?

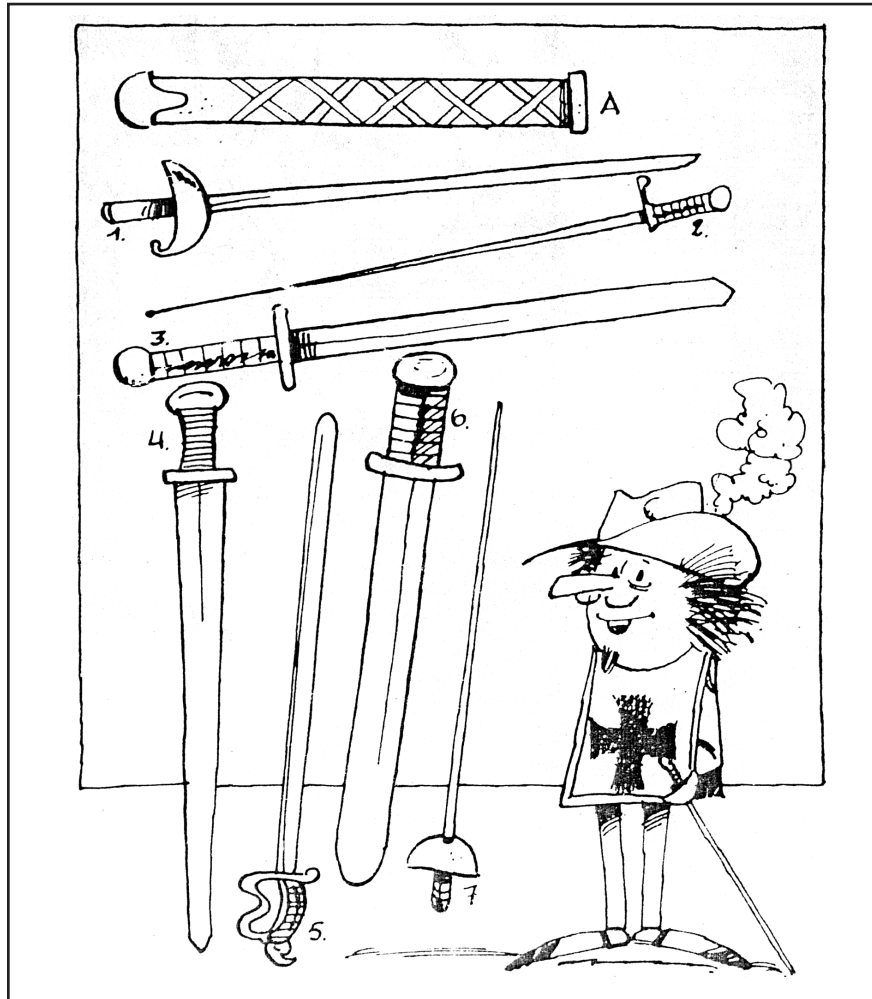


Enter and exist by the arrows.

Time limit : 3 1/2 minutes.

Chhawa - July 1987

TIME TO PACK UP



Here are some swords to be packed in the case.

A. Few of them can only be inserted in the case.

Can you find out them?

Only blades are to be taken into account.

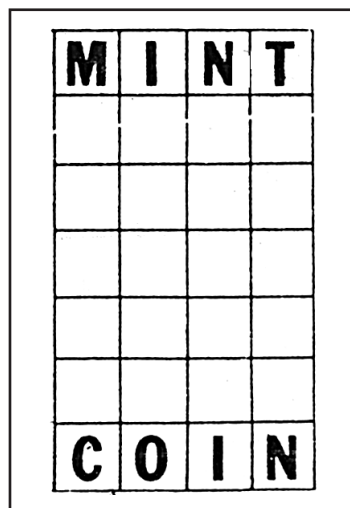
Chhawa - March 1987

Linguistic Intelligence

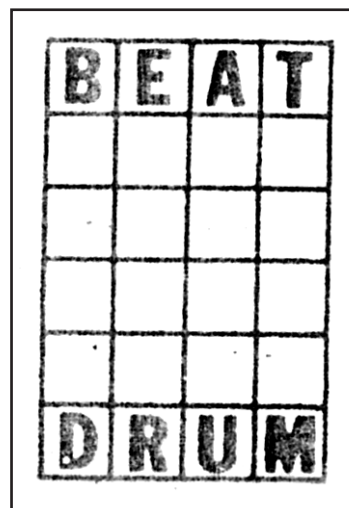
WORD CHANGES

Can you change the top word to the bottom word by inserting the missing words?

Change one letter and make a new word with each move.



Chhawa - July 1987



Chhawa - August 1987

Hidden in the grid are the names of 10 birds.

Can you find them?

P	E	A	C	O	C	K	L	M	N
Q	Z	X	R	T	E	W	O	R	C
U	P	A	R	R	O	T	A	O	Y
N	O	E	G	I	P	Y	N	E	H
C	W	I	K	E	O	U	U	U	I
P	V	C	E	I	L	O	W	L	A
U	U	B	N	O	P	G	O	I	I
D	T	A	S	J	P	I	A	E	C
U	W	E	X	M	V	K	F	E	A
S	A	L	W	O	R	R	A	P	S

Ans. - Peacock, crow, parrot, pigeon, hen, duck, swan, owl, eagle, sparrow.

Cross out the letters to spell colours

- 1) aroused
- 2) arrangement
- 3) blunder
- 4) Whither
- 5) Black amoor

Ans : 1) red 2)green 3) blue 4) white 5) black

Chhawa - January 1987

Fill in the boxes to make words

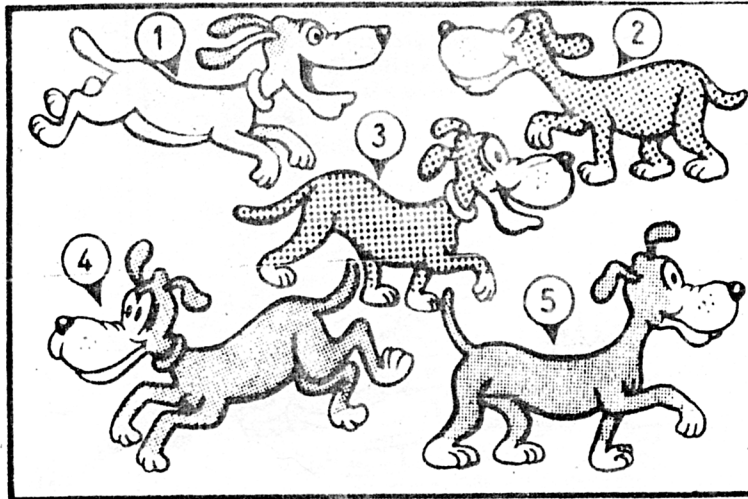
Use the clues to help you

An animal	<input type="text"/> O R S <input type="text"/>
A flower	<input type="text"/> O T U <input type="text"/>
Type of corn	<input type="text"/> A I Z <input type="text"/>
A fruit	<input type="text"/> A N G <input type="text"/>
A colour	<input type="text"/> R O W <input type="text"/>
Perfume	<input type="text"/> C E N <input type="text"/>
A bird	<input type="text"/> O B I <input type="text"/>
Month	<input type="text"/> A R C <input type="text"/>

Chhawa - Diwali 1986

Logical a Mathematical Intelligence

SPOT THE DOGS



Fluffly isn't wearing a collar. He's going in the same direction as Bob and is the same colour as Pluto, who is going in the same direction as Fido. The latter is the same colour as Spotty. What are the dogs respective names?

Chhawa - Diwali 1986

ODD ARROW

Which of these twelve arrows did not go through the piece of wood completely?

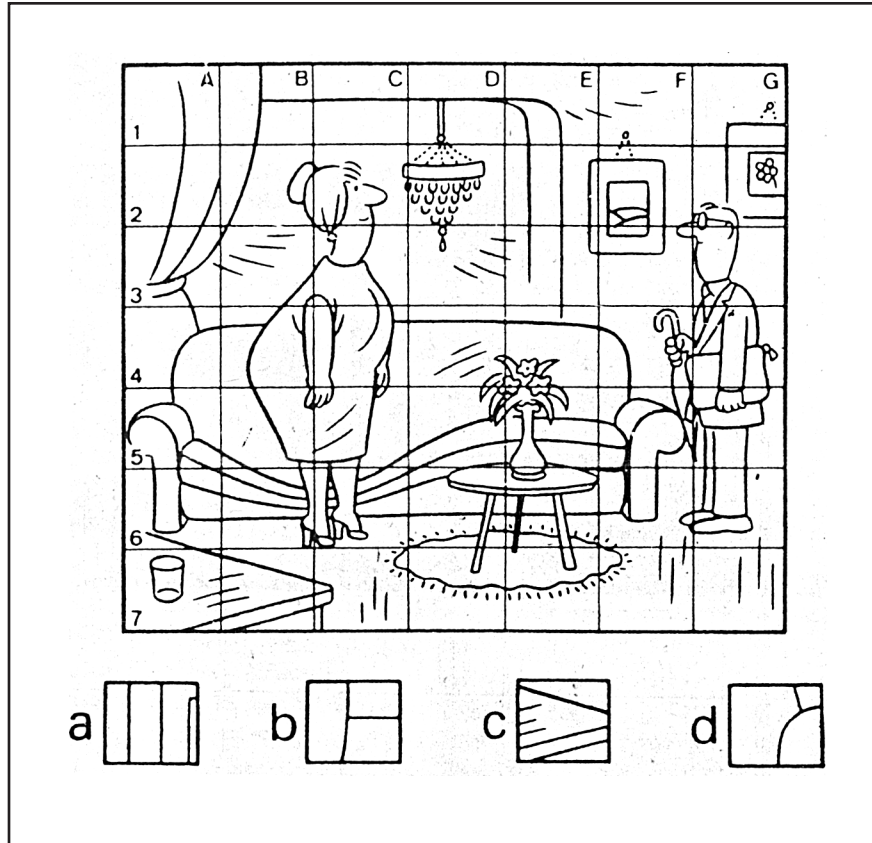


Chhawa - July 1986

PUZZLES

HUNT THE FRAMES

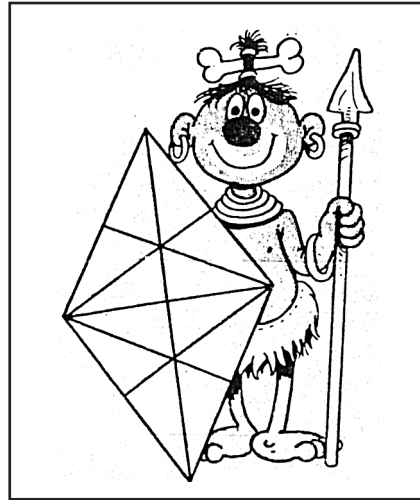
The four small frames beneath the picture have been lifted from the grid. Can you locate them, using the coordinates given?



Chhawa - July 1987

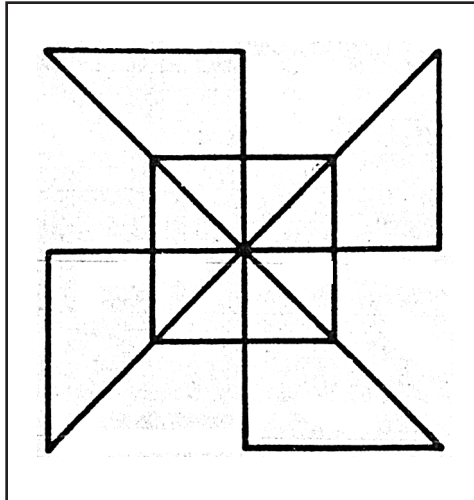
COUNT THE TRIANGLES

Study the natives shield and see how many triangles you can find. There are more than you think at first glance.



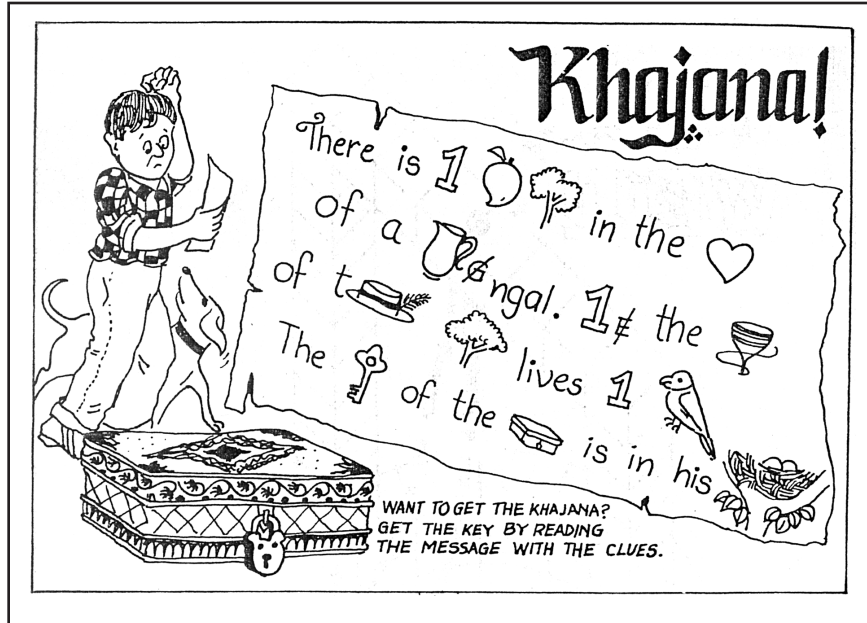
QUICK DRAW

Can you draw this figure without taking your pen from the paper and without going over any line twice?



Chhawa - July 1987

KHAJANA !

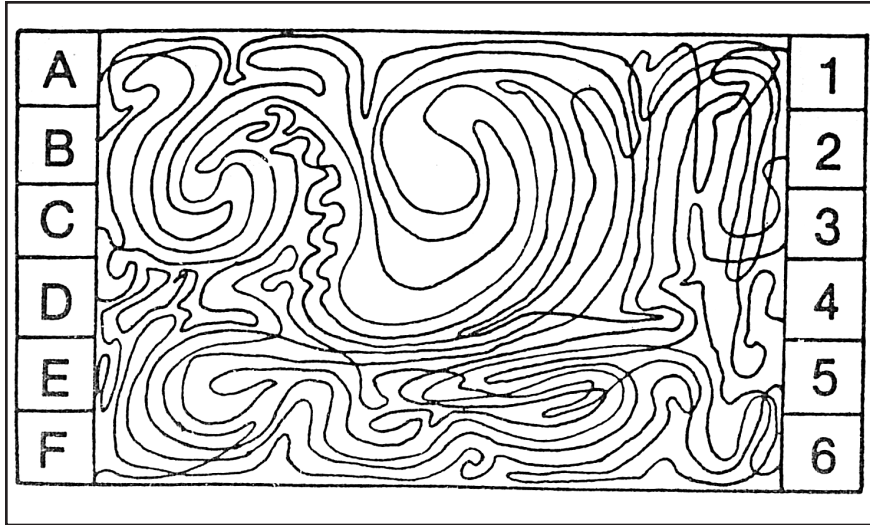


On the top of that tree lives one parrot. The key of the Khajana is in his nest !

Answer : There is one of mango tree in the heart of jungle.

Chhawa - April 1987

ROAD HAZARDS

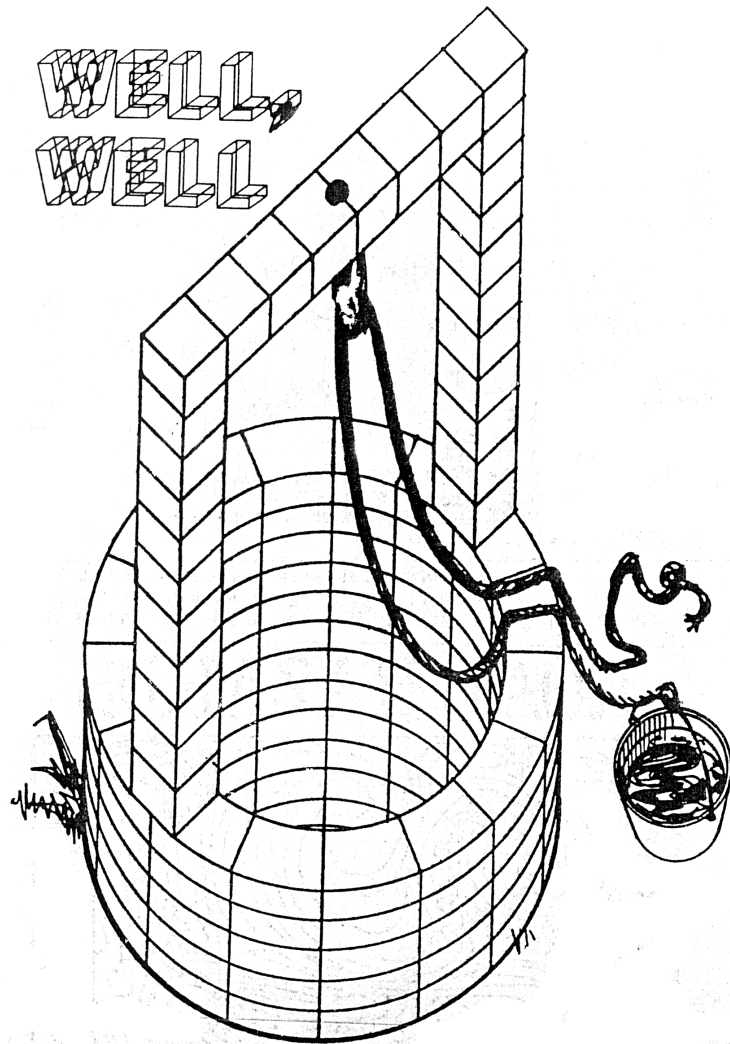


Study this simple road map for a moment. Each of the letters at the left is connected to a number at the right by a road. Each of the roads crosses other roads without crossing itself. You have to get from D to 4, but the road's a bit tricky. Keep your eyes open.

Chhawa - April 1987

Mathematical Intelligence

WELL WELL



You might want to make a wish in this little well, but we wish you luck in trying to find out how many bricks are above ground level in the well. Well?

Chhawa - April 1987

Linguistic Power

STORMY WEATHER



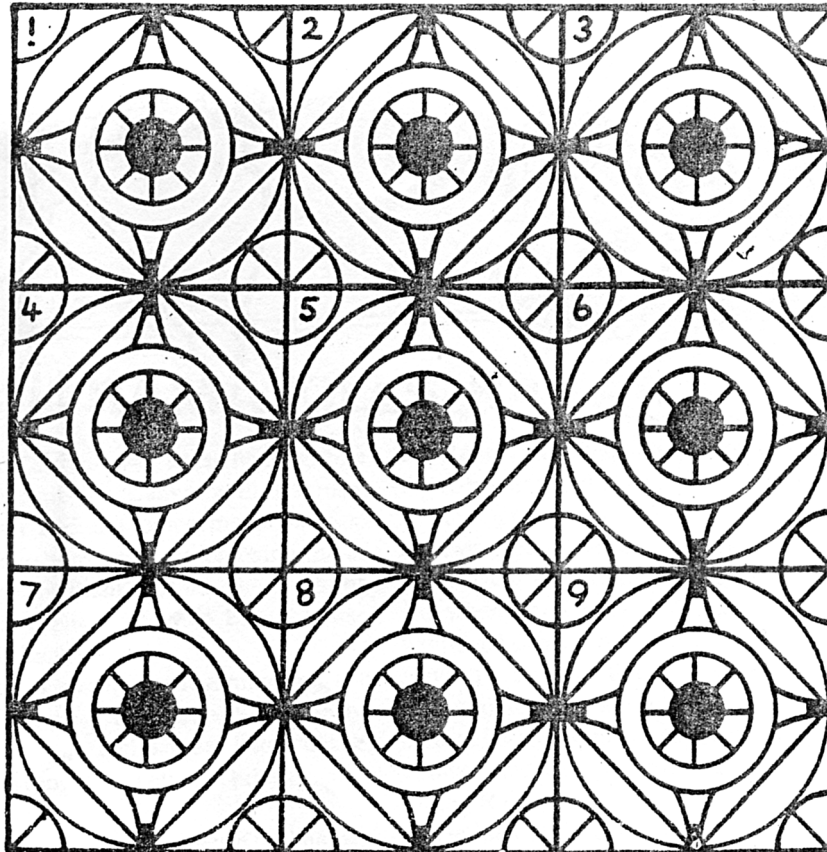
Hidden in the grid are the words given below can you find them out?

- | | | |
|------------|---------------|---------------|
| BUCKETFULS | PRECIPITATION | CATS AND DOGS |
| PUDDLE | CLOUDBURST | RAIN |
| DAMP | SHOWER | DRIZZLE |
| MOISTURE | SPRINKLE | DROP |
| PATTER | STORM | FALL |
| PITTER | TEMPEST | MIZZLE |
| POUR | WEATHER | |

Chhawa - Sept. 1986

Logical, Memorizing Intelligence

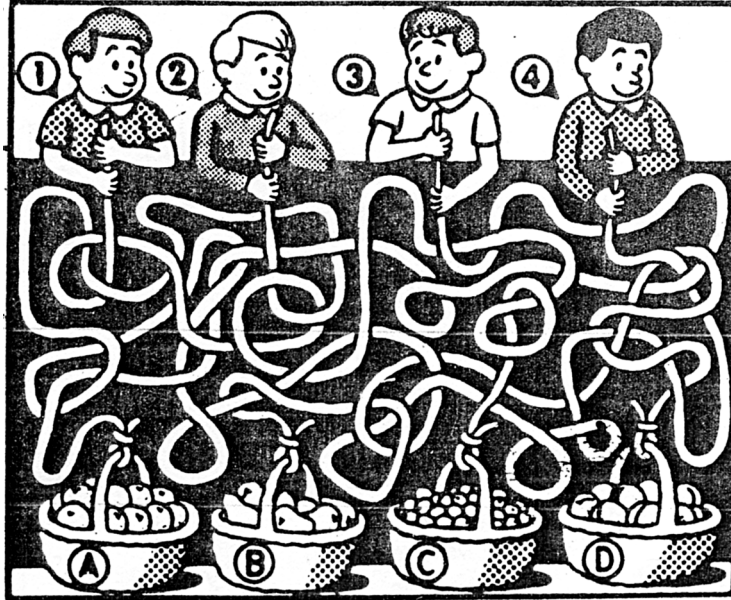
MISSING LINK



Three lines are necessary to make the pattern of one of these squares like that of the others. What lines are missing in which square?

Chhawa - June 1986

NAUGHTY KNOTS

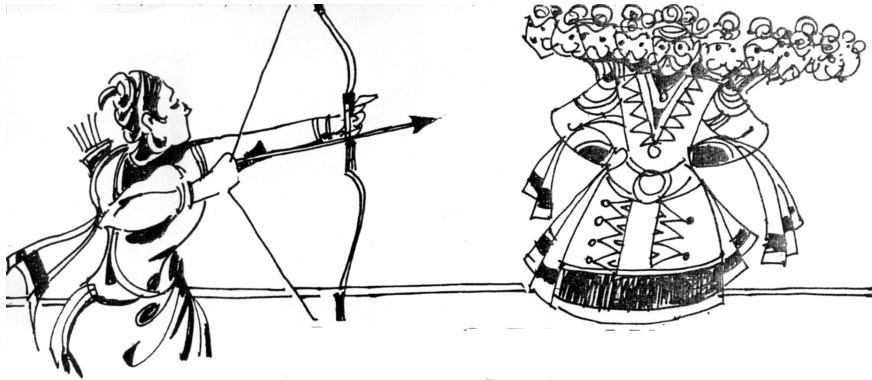


Can you unravel this tangle and say, which basket belongs to which boy?

Chhawa - June 1986

Culture

RAMA KILLS RAVANA



After Hanuman's arrival and upon hearing Sita's message Rama set out for Lanka with Laxmana, Hanuman, Sugreeva and the other monkeys. Soon they reached the sea-shore and now crossing the sea was a great problem for them. But they built a bridge of stones and calling out 'Victory to Rama' crossed the sea and reached Lanka.

When Rama saw the army approaching Lanka, he also prepared his army for the battle. Soon the two armies stood face to face and a great battle ensued Rama and Laxmana fought bravely and killed many of Ravana's men.

So Ravana had to awaken his brother Kumbhakarna who slept for six months and remained awake for six months. Kumbhakarna was angry when he heard that Rama had killed many of Ravana's men. So he attacked Rama's army and killed a great number of

Rama's monkey force. The terrified monkeys then ran to Rama for help. So Rama himself attacked Kumbhakarna and after a great fight killed him.

An angry Ravana, now himself attacked Rama and the two great warriors came face to face for the first time. They started showering arrows at each other. But whenever Rama cut off Ravana's head another one would take his place. Then Veebheshana, who was Ravana's brother and had joined Rama's side told Rama to send an arrow right through Ravana's heart so that he would die. Rama again called Ravana in a combat and sent an arrow right through his heart, killing Ravana.

He then went to the palace gardens and alongwith Sita returned back to Ayodhya as the fourteen years of his exile were over. He ruled Ayodhya well and made the people happy.

Sharada Bapat

Chhawa - Diwali 1986

Logical Linguistic - Informative

SCRAMBLED CAPITALS



Here are six scrambled capital cities.

Can you work them and say which countries they are capitals of?

Prabha Karmarkar

Chhawa - December 1986

RIDDLES

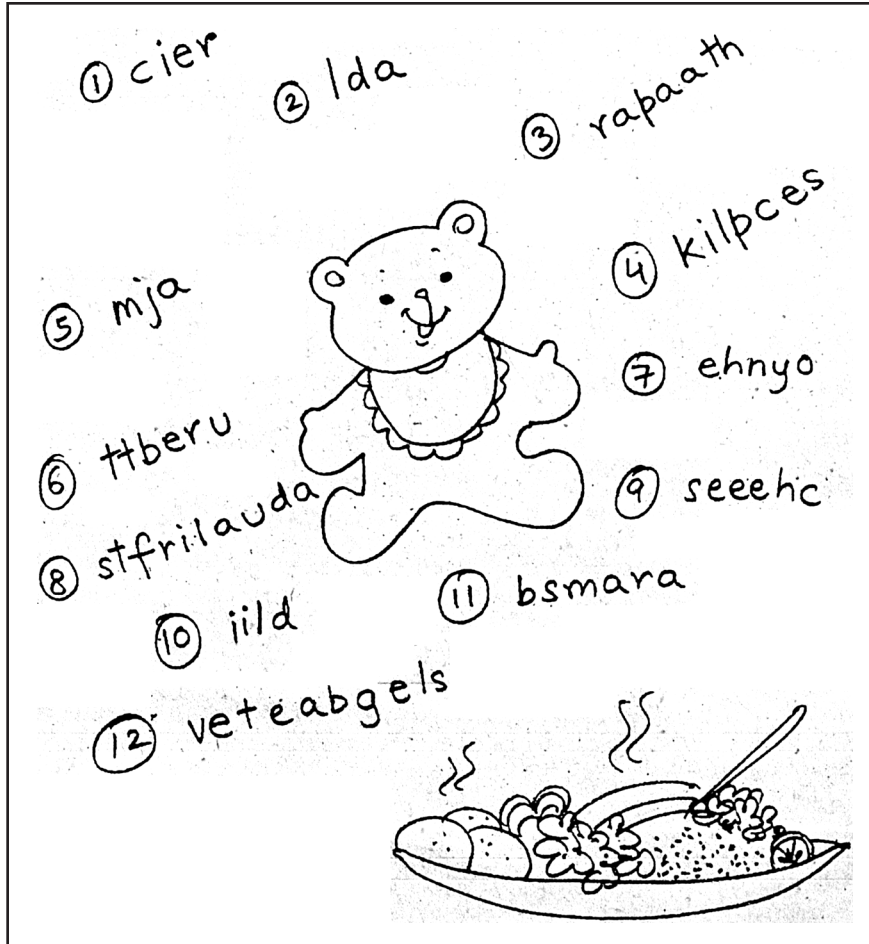
Find out the answers to these riddles.

1. What is it that belongs to you and yet is used by others all the time?
2. What is that animal which has got 4 legs in the morning, 2 at noon and 3 in the evening of its life?
3. What is it, which if you name if you break it?
4. Where do you find oceans and rivers without any water and to was without people and houses?
5. Why do you find the letter 'J' the funniest of the alphabet?
6. Why are the match sticks the angriest things?
7. Why is a boot (shoe) - wise?

- Answers:
1. Your Name
 2. Man - he crawls on fours as a child, walks on two feet when young and uses a stick when old.
 3. Silence
 4. On Maps
 5. Because it is the beginning of every woke.
 6. Because they flare up as soon as you strike them.
 7. Because it always keeps a strike tongue

Chhawa - December 1986

ALPHABETS AND SPELLINGS



Little Teddy Bear is Hungry. But he has jumbled all his lunch.
Unjumble Teddy's lunch for him.

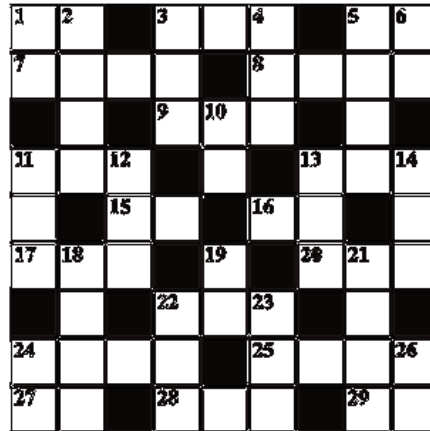
Chhawa - Diwali 1995

Word Cross Puzzle

CROSS FIGURE PUZZLE

Across

- 1) A square number
- 3) 2 down divided by eight
- 5) A prime number
- 7) 8 across plus 140
- 8) 29 across times 5 across
- 9) 4 down plus ten
- 11) 9 across plus 88
- 13) 1 across times eight
- 15) 13 across divided by 6
- 16) 12 down divided by 11
- 17) 12 down minus 150



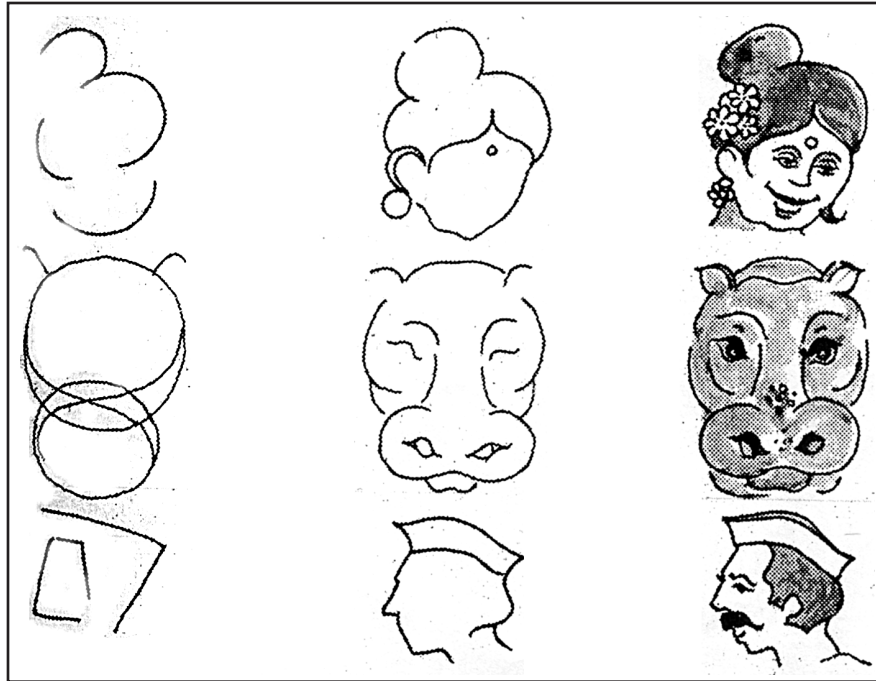
- 20) 13 down minus 167
- 22) 11 across minus thirty-nine
- 24) 1 down times 28 across
- 25) A square number
- 27) A prime number
- 28) Five times 26 down
- 29) 1 across plus thirty-four
- 10) 28 across minus thirty
- 11) 8 across divided by five
- 12) 5 down divided by twelve
- 13) 28 across plus ninety-one
- 14) 13 across times three
- 18) 5 down plus 1221
- 19) 6 down times two
- 21) 25 across plus 1003
- 22) 14 down plus thirty-eight
- 23) 8 across divided by seven
- 24) 19 down plus fifty-five
- 26) 27 across minus nineteen

Down

- 1) 10 down minus fifteen
- 2) Six times 25 across
- 3) Twelve times 27 across
- 4) 3 across plus eighty
- 5) Eleven times 3 down
- 6) 26 down divided by five

Chhawa - March 2006

HELPING TO DRAW



Draw The Pictures with Numbers & Alphabets

1) WOMAN FACE

3 - Hair Style C - Face

2) HIPPOPOTAMUS

8 - Face O - Face C - Ears

3) MAN 7 - Face

C, S, U - Parts of the face

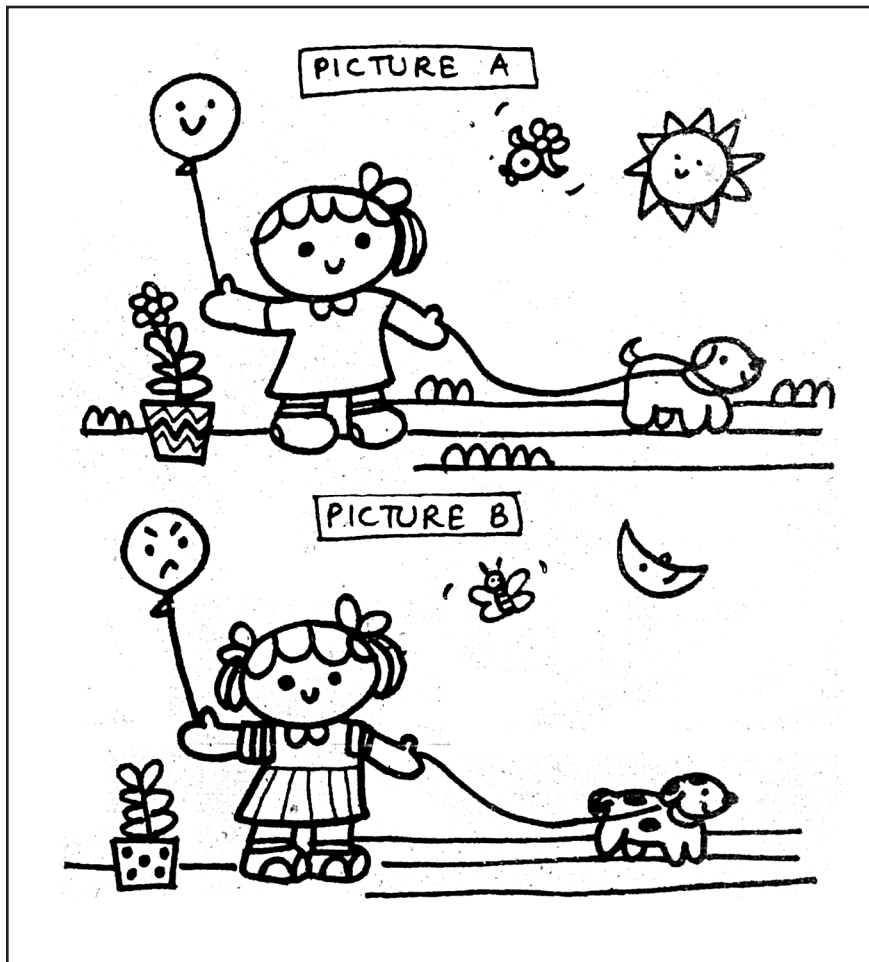
Concept by

Mrs. Vidyatai Gokhale

Chhawa - Sutti Visheshank 2001

Memorizing - Observation - Logical

SPOT THE 10 DIFFERENCES



Chhawa - July 1995

Content Analysis of Children's Periodicals

Findings

Researcher periodically collected the various children periodicals and analysed the contents according to multiple intelligence and found out the percentage of each group of multiple intelligence and its share in a group.

a) Linguistic Intelligence

1) Recognition of Alphabet	6%
2) New Words	3%
3) Enjoy reading story	42%
4) Word Puzzles	32%
5) Reading Comic	<u>17%</u>
	<u>100%</u>

One can see the main contents in the children periodical is on stories i.e. 42% and word puzzles 32 and comics 17%.

But various other aspects in linguistics intelligent are - New words, multi language skills, Good memory or remembering.

Inclusion of Foreign Language Sanskrit Shloks and proves can increase linguistic intelligence.

b) Logical or Mathematical intelligence %

1) Mathematical Puzzles	16
2) Picture Puzzles	50
3) Logical Puzzles	4
4) Scientific thought	15
5) Progressive sketching	6
6) Calculations	3
7) Computer awareness	$\frac{6}{100}$

In logical main focus is an pictorial puzzles. Whereas things like calculations, subtraction and addition should be increased by few more percentage.

c) Physical Kinesthetic Intelligence findings shows

	%
1) Art	23
2) Coloring Picture	18
3) Sports (Home)	28
4) Artistic View	5
5) Craft	12
6) Cooking	8
7) Gardening	-
8) Exercise	$\frac{6}{100}$

Home plays like cards, snake ladder are covered including various arts. But two major intelligence are missed i.e. knowledge of hour gardening and gas and knife less cooking.

**Over all percentage proportion of
multiple intelligence in Children Periodicals.**

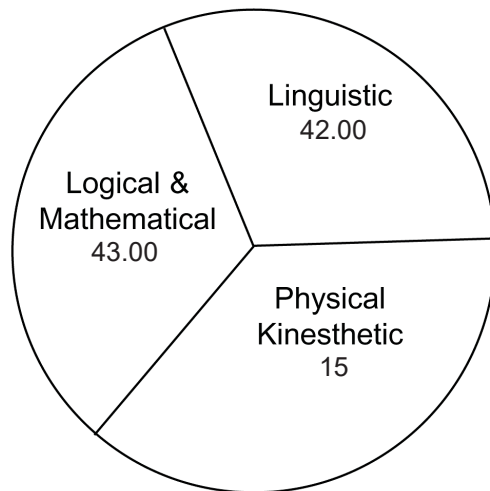
Linguistic Intelligence	%
Recognizing Alphabet	2
New Words	1
Enjoy Reading Stories	12
Word Puzzles	13
Reading Comic	8
Cultural	<u>6</u>
	<u>42%</u>

Logical & Mathematical Intelligence

Mathematical Puzzles	9.65
Pictural Puzzles	14.85
Logical Puzzles	1.70
Scientific Thinkers	10.40
Progration logistics sketching	1.73
Calculation	.53
Computer Awareness	<u>4.74</u>
	<u>43.00%</u>

Physical Kinesthetic Intelligence	%
Art	3.78
Coloring Picture	2.57
Sports	4.00
Artistic View	.70
Crafts	1.71
Cooking	1.64
Physical Activities	<u>.60</u>
	<u>15.00</u>

Researcher tried to analysed all the contents in the children periodicals dividing them in three major groups of multiple intelligence. It 1) Linguistic intelligence 2) Logical and mathematical and 3) Physical Kinesthetic intelligence and found the following percentage in the overall percentage.



Chapter : 5

CONCLUSION

After the due analysis and findings from the data collected and interviews conducted researcher has come to the various conclusions these conclusions have been mention from data and interview point.

After analyzing the sample data set 81% of the parents specially from rural area belongs to the income group between 1 to 2 Lakhs and they have low purchasing power but still they have television at home and also purchase newspaper daily.

Also, it has been found that the analysis that 90% parents purchase children periodicals and also it has been come to light that 93% parent's belief that children periodical impacts children multiple intelligence.

It has been found that 93% parents say that they do sit with children to read and understand the periodicals.

It has been found that 93% parent have television but when it comes to see the television and it impacts child development 90% says yes.

It has been found that apart from children periodicals there were also electronic media available with parents such as computers, DVD and Tabs. In continuation to this It has been found that 97% parents' belief that as compare to children periodicals these electronic medias have more impact on child intelligence.

It has been found that while on the one hand parents are saying that electronic medias are impact child intelligence while on the other

hands 92 % parent belief excess use of electronic media is harmful to children

The analysis of the interview that suggest that sometimes the content mention in children periodicals is not arrange properly also it has been found that there is no fast calculation method such as abacus or vedic math's is not covered which will significantly contribute to child development logical and mathematical skills can be develop

One point which has been found from the analysis of parent's data and interviews that there is lack of content with respect to scientific gardening process.

From the analysis of the interviews we can conclude that editors well not fully aware of multiple intelligence theory with some time may create situation editors would have miss good content it can contribute to child development.

From the editors interview we can also conclude that there is lack of identification for children need also majority of periodicals where more focus on bodily-kinesthetic learning and logical and mathematical learning and logical and mathematical learning.

We can also conclude that for the commercial feasibility the quality of paper which has been use in children periodicals are compromise which leads to disengagements of the readers.

From the editor's new point, we can conclude that writers of children periodicals lack in understanding the current pulse of children and thus more ever write similar sort of content.

Last but not least it has been found from interviews and we can conclude that making children periodicals available to the rural part still challenge.

Researcher has found that through literature review the development of a child is possible between 8 years to 16 years. Our Vedic literature, psychological literature, educational viewpoints confirms the same age period of a child where Upanayana Vidhi is done in Hindu Dharma.

Modern Scenario

Social - Today especially we can observe the split in the Hindu undivided family. The percentage of small family is more in urban areas for various economic and physical reasons. But the concept of development of a child in undivided family is no more.

So there is no cultural training or accommodative training to the child. Both working father and mother hardly get any time to nourish their child. And they have to develop the child with help of various media's, school, classes, games and baby care units or hostels. So child is exposed from the childhood to outside world.

The medium for the child development are schools. As the number of students are more in school. Though private schools are well equipped with modern facilities, all the parents cannot bear the high fusion fees in the schools and have to depend on mass media.

Development in Mass Media

On old days newspaper was the only mass media which was used to publish information only and by any mean not useful for children.

Then radio was introduced and various programmers were introduced. There was a special program me- Bal Vani on every Sunday specially deserved for children knowledge.

Enter of television and mainly satellite channels made a competition in mass Medias and practically all the newspapers started supplements of their newspapers on various subjects to cater the needs of all the family members of their readers.

There are less number of children periodicals in Marathi. And their circulation in comparison to children population is less. So Marathi parents mainly depend on newspaper supplements.

Intervention of Television Channels is a great attraction to all the children. But the stories they broadcast does not restrict the particular age group are more towards western philosophy and the main objection to television is that children are exposed to adult channels and sit before the television set for longer duration because of which they lose time retimed physical sports or activities, friends and participation in other social events.

Today explosion in information media have changed the tools of communication. Computers, internet access, goggle, walls-up have crossed the regional boundaries and area restriction of all other media. But various objections arises from them are

- 1) do not focus to particular age group
- 2) Authenticity
- 3) Cost
- 4) Culture
- 5) bad effects etc.

Computer knowledge has become necessary for development. Even in schools knowledge of computer is taught or dedicated channels and radio waves are used in children education.

Child Psychology & Child Development

It was necessary to know for the researcher to study child psychology literature. Researcher came to know the concept of multiple intelligence. These intellectual qualities can be developed in the child through various modes.

They can be logistic, mathematical, logical, ethical, imagination physical etc.

Researcher tried to co-relate contents in print media to multiple intelligence. As print media is the distance education and do not have direct contact with readers or children, it become difficult to develop physical or social intelligence. But other intelligence can be developed through print media. Even little physical intelligence like craft can be developed through Do it features.

Researcher through questionnaire, editor's interviews, literature reviews and actually analyzing contents of various children magazines have proved the hypothesis.

- 1) Children periodicals play a vital role in development of multiple intelligence of a child.

Through questionnaire researcher have proved that modern facilities except newspapers and T.V., after school education, children periodicals is the only easily available source for common man which can help to develop multiple intelligence in a child.

And researcher has proved it.

- 2) All the modern media tool for develop of a child are not available to low income group.

In the questionnaire researcher have tried to find income group

and various modern Medias available to them, research question no. 3 and 7 proves the hypothesis.

- 3) Contents in children periodicals help develop multiple intelligence of the child.

The analysis of data and primary data proves development ability in children periodicals features.

- 4) Over viewing of television media is harmful for child development.

Research question no. 9 and 10 proves that over viewing of television media is harmful in development of child.

Observations and Suggestions

During research, researcher found out various tool for multiple intelligence. Children capacity can be developed by various tools and modes.

Growth of a child mentally, physically and phycological depends on surroundings, social culture, grade of school, efforts- parents, friends, family etc. But mass media opens horizon to outside world.

Because of development in information technology the role of books, teachers have changed. From ancient period our veda's as well as modern science accepts choice base education.

In Mahabharat all Kauravas and Pandavs learned in same school. But there was the choice of weapons for mastery.

Today's education system is also marching toward choice base education system.

Every parent wants to develop his child and see that he gets better

education. In a survey it is found that citizens from lower income group try to admit their children in english medium private schools.

(Ref.- Researcher Dr. Pranati Tilak)

Even ANGANWADI scheme of government of Maharashtra have provided videos, audios to the teachers and many other tools to develop multiple intelligence of child.

Though schools are updating themselves, poor infrastructure facilities, vacant teaching post, maintenance of computers labs are limiting the scope in development of a child.

But there are two strong medias i.e. Television and Children Supplements in newspapers which are purchased in the house and can be easily available to children without spending additional cost.

While interviewing the editors of children periodicals, it is found that editors do not know the concept of multiple intelligence and plan their page and supplement which they find easily.

While collecting information in data analysis Part II, it is found that many contents which might have helpful the children for development of intelligence does not appear in children periodicals.

Suggestions for Editors of children periodicals.

- 1) There should be systematic approach for the contents in planning of the contents.
- 2) In multi-language skill newspapers can play a role including such features in the periodicals.
- 3) Similarly editor should include articles, so that strength of remembering good memory will be developed.

- 4) In Logical and Mathematical intelligence classification and category, abacus or vedic math's should be included.
- 5) In Physical Kinesthetic intelligence gardening, cooking should be included.
- 6) Under Interpersonal Intelligence Hobbies, Collection of stamps-coins, Loving Pets, Training Pets, knowing nature, environmental problems, behaviour can be developed.
- 7) By introducing few competition special intelligence capacity can be developed like visualizing pictures, writing stories, jokes, thinking through pictures.

So there is lot of scope for children periodical in developing new generation.

Scope for Future Research

My Research have got various aspects. My subject itself is aimed at media primary schools and multiple intelligence. During my research I had to study all the three fields. Even when we call media it includes all the mass communication tools. While studying different multiple intelligence and its tools. I could find number of things which can affect growth of a child. I have studied primary school education system. All these subjects are important in its own way. So the scope for research can be with different angles.

I have restricted myself only to effects of media. So researchers can select many other topics like.

- 1) Role of media in development of multiple intelligence in child development.

- 2) Effects of media on society.
- 3) Effects of social media on children or different categories of society.
- 4) Can media become teacher.
- 5) Effects of divided family on child's growth.
- 6) New tools in media for development of multiple intelligence for child development.
- 7) Management of media for children.
- 8) Scope for editorial contents of media targeted for children.
- 9) Can toys help to develop child's multiple intelligence.

The scope for further research is not only in field of media. But for in education and in physiology. Thought the idea of multiple intelligence is not that new. The technological development is so fast that every day you get new innovation and we start thinking how to coup to these changes. Even children in next generation got more scope or exposition to outside world and they can easily absorb new technics.

Researcher found out the circulation of various Marathi Children Periodicals and found that their sales in market is negligible compare to newspapers. But all the newspaper has minimum one or two pages for children. So while drafting the questionnaire researcher included newspaper's children sections or periodicals in the questions.



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