

ANALYZING THE INFLUENCE AND IMPORTANCE OF DIGITAL CULTURE IN THE GROWTH AND DEVELOPMENT OF CHILDREN IN KERALA

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Degree of Bachelor of Arts in Journalism & Mass Communication

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DEPARTMENT OF MASS COMMUNICATION AND JOURNALISM

SREE NARAYANA COLLEGE

KOLLAM

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**ANALYZING THE INFLUENCE AND IMPORTANCE OF
DIGITAL CULTURE IN THE GROWTH AND DEVELOPMENT
OF CHILDREN IN KERALA**

**Career Related First Degree Programme in
Mass Communication and Journalism
Under CBCS(2a)**

Year: 2019-2020

CERTIFICATION

This is to certify that the project entitled “ **A study of contemporary children’s in digital culture**” submitted for the award of degree of BA Mass Communication and Journalism, University of Kerala is a bonafide research carried out by **Sandra Santhosh, Vaishnavi. S, Abhimanue C.P, Ancy A.S, Abhijith.A, Premkumar.P** under our supervision. No part of this dissertation has been submitted for the award of any other degree before.

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DECLARATION

We hereby declare that the project entitled, ‘ **Analyzing the Influence and Importance of Digital Culture in the Growth and Development of Children in Kerala**’ is submitted to the Department of Mass Communication and Journalism, Sree Narayana College, Kollam in partial fulfilment of the requirements for the degree of BA Mass Communication and Journalism. This is a record of original work done by us and that it has not formed the basis for award of any other degree/diploma/ fellowship or any other similar titles.

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ABSTRACT

The objective of the thesis to Analyse the Influence and Importance of Digital Culture in the Growth and Development of Children. The Digital medium is the centre that supports the children to grow and develops. In this current scenario the digital culture is totally covering and influencing the young audience on a large scale and under these situations their cultural thoughts, intellectual thinkings, communication and network are continuously changing. We studied about how the digital cultural boots the development of children.

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Chapter 1

INTRODUCTION

Like globalization and urbanization, ‘digitalization’ has already changed the world. The rapid proliferation of information and communication technology (ICT) is an unstoppable force, touching virtually every sphere of modern life, from economies to societies to cultures ... and shaping everyday life.

Childhood is no exception. From the moment hundreds of millions of children enter the world, they are steeped in a steady stream of digital communication and connection – from the way their medical care is managed and delivered to the online pictures of their first precious moments.

As children grow, the capacity of digitalization to shape their life experiences grows with them, offering seemingly limitless opportunities to learn and to socialize, to be counted and to be heard. Especially for children living in remote locations, or those held back by poverty, exclusion and emergencies that force them to flee their homes, digital technology and innovation can open a door to a better future, offering greater access to learning, communities of interest, markets and services, and other benefits that can help them fulfil their potential, in turn breaking cycles of disadvantage. But millions of children do not enjoy that access, or their access is intermittent or of inferior quality – and they are most often the children who are already most deprived. This only compounds their deprivation, effectively denying them the skills and knowledge that could help them fulfil their potential and helping break intergenerational cycles of disadvantage and poverty.

Digital technology and interactivity also pose significant risks to children’s safety, privacy and well-being, magnifying threats and harms that many children already face offline and making already vulnerable children even more vulnerable.

Even as ICT has made it easier to share knowledge and collaborate, so, too, has it made it easier to produce, distribute and help them fulfil their potential, in turn breaking cycles of disadvantage. But millions of children do not enjoy that access, or their access is intermittent or of inferior quality – and they are most often the children who are already most deprived. This only compounds their deprivation, effectively denying them the skills and knowledge that could help them fulfil their potential and helping break intergenerational cycles of disadvantage and poverty. Digital technology and interactivity also pose significant risks to children’s safety, privacy and well-being, magnifying threats and harms that many children already face offline and making already vulnerable children even more vulnerable

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Even as ICT has made it easier to share knowledge and collaborate, so, too, has it made it easier to produce, distribute and share sexually explicit material and other illegal content that exploits and abuses children. Such technology has opened new channels for the trafficking of children and new means of concealing those transactions from law enforcement. It has also made it far easier for children to access inappropriate and potentially harmful content – and, more shockingly, to produce such content themselves.

Even as ICT has made it easier for children to connect to one another and share experiences online, it has also made it easier to use those new channels of connectivity and communication for online bullying, with a much greater reach – and thus potentially greater risk – than offline bullying. Similarly, it has increased opportunities for wider misuse and exploitation of children’s privacy, and changed the way children regard their own private information.

Even as the internet and digital entertainment have spurred tremendous creativity and expanded children’s access to a wealth of enriching and entertaining content, they have also raised questions of digital dependency, and ‘screen addiction’, among children.

And even as such technologies have greatly enlarged platforms for the free expression of ideas, they have also broadened the distribution of hate speech and other negative content that can shape our children’s view of the world – and of themselves.

Some of the impacts of digitalization on children’s well-being are not universally agreed. Indeed, some are the subject of growing public debate among policymakers and parents alike. And while the potentially equalizing power of digitalization on children’s chances in life cannot be denied, that promise has yet to be realized.

These challenges will only intensify as the reach and range of digitalization expands and its many opportunities continue to be exploited commercially and otherwise. More digital devices, online platforms and application will be available for children’s use. The Internet of Things, artificial intelligence and machine learning are here to stay, creating new opportunities but also new challenges.

Throughout, the report presents the perspectives of industry leaders and digital activists, and includes the views of children and young people, gleaned through adolescent workshops carried out in 26 countries, a specially commissioned U-Report poll that asked adolescents in 24 countries about their digital experiences, commentary by youth bloggers from UNICEF's Voices of Youth, and analysis drawn from the pioneering Global Kids Online Survey. The report concludes with priority actions and practical recommendations for how society can harness the power of digitalization to benefit the most disadvantaged children and limit the harms to protect those children who are most vulnerable. These actions and recommendations underscore the need to provide all children with affordable access to high-quality online resources; protect children from harm online; safeguard children's privacy and identities online; teach digital literacy to keep children informed, engaged and safe online; leverage the power of the private sector to advance ethical standards and practices that protect and benefit children online; and put children at the centre of digital policy.

1.1 What is Culture?

Culture can be defined as all the ways of life including arts, beliefs and institutions of a population that are passed down from generation to generation. Culture has been called "the way of life for an entire society." As such, it includes codes of manners, dress, language, religion, rituals, art.

1.2 What is digital culture?

A digital culture is a concept that describes how technology and the internet are shaping the way that we interact as humans. It's the way that we behave, think and communicate within society. Digitalisation has become a particularly pervasive influence on culture due to the emergence of the internet as a mass form of communication, and the widespread use of personal computers and other devices such as smartphones. Digital technologies are so omnipresent around the world that the study of digital culture potentially encompasses all aspects of everyday life, and is not limited to the internet or modern communication technologies.

1.3 What is digital media?

Digital media is any form of media that uses electronic devices for distribution. This form of media can be created, viewed, modified and distributed via electronic devices. Digital media is commonly used software, video games, videos, websites, social media, and online advertising. Even though digital media is part of our everyday culture, business owners still find themselves uncomfortable with replacing their paper advertising with internet marketing services. The digital age began to unfold in the second half of the 20th century, as computer technology slowly infiltrated different industries and then moved into the public sphere. Yet analog technology remained dominant even through the 1990s. In the years that followed, newspapers, magazines, radio, and broadcast television were still the primary means of communication, with fax machines and pagers becoming most people's first casual forays into the digital world.

Traditional literacy is often understood as the ability to read and write. That means turning symbols into sounds, sounds into words, and words into ideas — and to do the whole thing the other way round as well. When it comes to words on a page, this is a relatively straightforward process. When it comes to digital literacy, however, there is more to it.

According to the American Library Association, digital literacy is “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.” Digital literacy is not just reading and writing online. It's also the ability to find information, use critical thinking skills to evaluate the credibility of the information, create new content, and communicate all of that.

As the definition points out, digital literacy requires an ability to use many different forms of technology, on top of the more traditional literacy and critical thinking skills. The pandemic pushed us here

Long before the World Health Organization declared an international health crisis in 2020, our lives were moving increasingly online. But the pandemic and the ensuing lockdowns forced us to accelerate our adoption of digital technologies. It took only about six months for Zoom to go from a relatively unknown app to a verb, used regardless of what specific video app people were actually on.

For young children, even younger digital natives, the pandemic resulted in an almost overnight transformation to online learning, with deep repercussions that are still being felt even after most countries have reopened their schools. Older digital natives (Millennials and the younger Gen X cohort) generally found themselves relying more on the technology they were using already.

Meanwhile, digital immigrants — people born before the digital revolution or those who only started accessing digital technologies as adults — had to play catch-up. They had to gain fluency quickly with unfamiliar technologies as the “real world” closed its doors around them. Practically overnight, these digital novices had to develop digital literacy, specifically technological and critical thinking skills. generations have a newfound reliance on the internet and more confidence using the technology. Across the age ranges in our report, roughly one in five people, including- Digital literacy remains a concern for both digital natives and digital immigrants. Although more and more people across all ages and from various backgrounds are coming online, significant digital literacy challenges remain. Older generations generally find themselves unable to learn to use the technologies as quickly and easily as they might like. And while younger generations that have grown up with these technologies can readily use them, they often need more support in understanding the long-term consequences of their digital activities. And all users seem to have a difficult time distinguishing legitimate information from misinformation. Older generations have a newfound reliance on the internet and more confidence using the technology. Across the age ranges in our report, roughly one in five people, including 18% of people over the age of 65, felt more confident using the internet, because they had to rely on it during lockdowns. Only 7% of respondents reported finding it hard.

1.4 Why is Computer Literacy Important for Children in India?

Being a highly populous country, each service becomes easier to serve with the help of computers. From health, education, Industry the computers are becoming inevitable day by day. A few reasons why children in India must attain basic computer literacy.

Technology is Developing Rapidly

The technological developments have brought about significant changes in various areas of our life including personal, professional, and educational platforms. With these rapid changes,

children of India must learn basic digital literacy so they could cope with the societal changes quickly and work as responsible citizens towards the betterment of their country. Despite having minimal resources at hand, children from rural areas can quickly pick up on learning basic computer information if provided with enough resources.

- **Computer Literacy Increases Job Opportunities**

Today employers prefer individuals who possess basic computer literacy skills. If a child enhances his digital literacy from a young age, he wouldn't have a hard time improving his computer literacy skills during adulthood.

- **Learning Digital Literacy Skills Increases Chances of Success**

Understanding the way computers work fosters success. When a child is provided with a technological device, he should be assisted in learning about the ins and outs of using the technological device of the computer. For instance, technology is being extensively used by farmers in India and it has contributed towards positively improving their lifestyle by providing them with GPS services, online farming services, location sensors for comprehending crops at micro-levels, apps on their mobile phones, and smart farming. With such an increased introduction of technological devices in developing countries, you don't have to worry about settling in another country for resources which are easily available in your native place, since technology is now everywhere!

Understanding how to experiment and inspect technology from a young age can make it easier for children to understand the operations of the next technological device they come across. A child who is comfortable in using technology grows into an adult who understands the basic computer necessities to fulfill his job duties which in turn increases his prospects of getting hired in the professional world.

- **The Future is Technology**

Technology is here to stay and this industry is only expected to grow in the next few decades. According to tech professionals, by 2022, the global spending's on technology on the IoT is

expected to obtain a CAGR of 13.6%. In 2023, cellular connections of IoT will reach \$3.5 billion with a CAGR of 30%. Technological evolution is expected to speed up exponentially and will also take over the majority of the jobs in the near future. When we teach the children of India how they can implement technology in their everyday lives, it not only makes their lives more convenient but also allows them to finish up their tasks quicker.

If they wish to attain additional reading sources for their own knowledge, they could type up the names of any author, scientist, novel, encyclopedia, motivational speaker, or educational video and have any material at the tip of their fingertips.

1.5 The Era post Covid-19

The COVID-19 pandemic has negatively impacted the educational landscape of India which has led colleges and schools to resort to remote learning and online exams. This sudden shift to online learning in academic institutions nationally has led digital learning to be the only source of safe learning during these unprecedented times.

It has become difficult to adopt online learning and online teaching, especially in the rural parts of the country due to the regional diversity and socio-economic condition of India. Even before the spread of the pandemic, computer literacy in India was a pressing concern due to a lack of access to the internet and technological devices such as smartphones, mobile devices, and computers. However, the situation of a lack of computer literacy has further worsened with the spread of COVID-19.

Lack of Digital and Computer Literacy Amongst Households in India

Only 23.4% of urban households and 4.4% of rural households own computers in India, according to NSSO data. Whereas, only 14.9% of rural households have a computer with a stable internet connection. Approximately 70% of the states in India do not have access to proper internet connectivity with rural areas such as Jharkhand, West Bengal, Odisha, and Bihar not having access to active internet connectivity, according to a 2019 report by Nielson. The report further revealed the northeastern states containing more male internet users than females.

Lack of Electricity in Rural Areas Can Make Computer Literacy Difficult

According to the Hindu Business Line, most of the rural states in rural India received a power supply of less than twenty hours a day. 1 in 5 households in rural India, (approximately 31 million families) does not have access to proper electricity. The lack of proper electrical suppliance further dissipates the chances of school-going children from attaining basic computer literacy which has negatively affected their education since most of the classes were audiences' behaviour. Among other things, what has so often been lacking in these debates is a clear understanding of the sociology of the child.

1.6 Digital media and it's functions

Digital media means any communication media that operate with the use of any of various encoded machine-readable data formats. Digital media can be created, viewed, distributed, modified, listened to, and preserved on a digital electronics device. Digital can be defined as any data represented by a series of digits, while media refers to methods of broadcasting or communicating this information. Together, digital media refers to mediums of digitized information broadcast to us through a screen and/or a speaker.[1] This also includes text, audio, video, and graphics that are transmitted over the internet for viewing or listening to on the internet.

--> Digital media facilitates social interaction and empowers people.

--> Digital media gives people a voice, increases civic participation and facilitates the creation of communities.

--> Digital media is changing how work gets done, boosting productivity and enhancing flexibility for workers and employers.

--> Digital media can facilitate education and life-long learning to build and source the skills of the future.

Codes and information by machines were first conceptualized by Charles Babbage in the early 1800s. Babbage imagined that these codes would give him instructions for his Motor of Difference and Analytical Engine, machines that Babbage had designed to solve the problem of error in calculations. Between 1822 and 1823, Ada Lovelace, mathematics, wrote the first

instructions for calculating numbers on Babbage engines. Lovelace's instructions are now believed to be the first computer program. Although the machines were designed to perform analysis tasks, Lovelace anticipated the possible social impact of computers and programming, writing. "For in the distribution and combination of truths and formulas of analysis, which may become easier and more quickly subjected to the mechanical combinations of the engine, the relationships and the nature of many subjects in which science necessarily relates in new subjects, and more deeply researched [...] there are in all extensions of human power or additions to human knowledge, various collateral influences, in addition to the primary and primary object reached." Other old machine readable media include instructions for pianolas and weaving machines.

1.7 How digital media can be properly used by children for education?

Digital media in education refers to the use of interactive multimedia in the classroom setting. Digital media involves incorporating multiple digital softwares, devices, and platforms as a tool for learning. The use of digital media in education is growing rapidly in today's age. They compete with books as the leading means of communication in the classroom which is more than ever before. This form of education is slowly combating the traditional forms of education that have been around for a long time. With the introduction of virtual education, there has been a need for more incorporation of other digital platforms in online classrooms.

Digital media takes several different forms, such as email, video, websites, photos, and slideshows. The platforms are most beneficial with the use of advanced technological devices, such as iPads and laptops that have also been implemented in many classrooms. In a study done by Alison Cook-Sather, students tend to be more comfortable with communicating by e-mail. Emails allow direct communication with a student and instructor outside the classroom. Students can have dialogue at any time with their professors on problems or questions they are having. This allows students and instructors to advance communication techniques even outside of the classroom. Through visual presentations students and instructors, can put forth their information with video and photo for context or engagement. Showcasing their topic through video and photo has become a major tool in the classroom for more visual learners. use of digital media in education allows students to access more useful information, communicate and, find opportunities all inside their classes. As time has passed different forms of digital media, such as laptops, video, and online research have been incorporated into daily education.

Digital divide and its impact on culture

The digital divide is a term that refers to the gap between demographics and regions that have access to modern information and communications technology (ICT), and those that don't or have restricted access. This technology can include the telephone, television, personal computers and internet connectivity.

Impact of the digital divide on culture

Technology affects different cultures in varied ways either on the positive or the negative. The integral components culture like relationships, communications, and art have been dramatically evolved by technology. However, it seems like some specific customs and cultural traditions have remained intact. The developed countries experience tremendous changes in their culture as they incorporate new cultures acquired from the internet while the developing countries with people having limited access to the internet have their culture unchanged. Because they do not have access to technology, people in technology-poor nations are left behind. However, in order to narrow the digital divide, people need access to technology.

To eliminate the ICT global divide is essential for the growth of developing countries. The development of information infrastructure is a quick way to economic growth for less developed nations. Inasmuch as digital divide is essential in preserving certain cultures, the downside impacts are overwhelming and speedy efforts towards its reduction if not elimination should be much enhanced.

Digital opportunities for children and digital childhood

Digitalization has brought a remarkable transformation to the world, just like globalization and urbanization. Childhood is no exception to this fast-growing information and communications technology. There has been an increased rate of children assessing the Internet worldwide due to digital technology's unlimited opportunity to learn, communicate, commerce, and free expression, specifically in remote areas. Children now depend on digital tools and services to engage, play, innovate, and connect to the world around them. The influencing power of

technology has made it possible for children to participate in a global society previously impossible. Nevertheless, different challenges have been identified with the use of digital technologies by children. Let's take a look at opportunities and challenges associated with children of digital ages.

Improved Creativity And Freedom Of Expression

The digital age has made children have expansive imaginations that cannot be contained. Kids only have crayons, colored markers, and word charts at their disposal to express those ideas in their mind and into a conveyable mode. They have much around them now to transform such ideas and thoughts into reality through their computer and tablet. The fast ability to learn skills at an ever-increasing rate in children has enhanced them to acquire an attached creative expression form. Interestingly, they still have their pen and drawing books. Nevertheless, besides drawing a picture, there is 3D animation, and one can even have a bigger picture of this in physical form by sending the animation to a 3D printer. Who knows what this animation can bring forth in the next few years to come.

Even as the Internet has spurred creativity and expands children's access to different entertaining content, the question of socialization has been raised. Socialization issues have been one of the critical challenges encountered by children of digital ages. Children spend more time using digital platforms and tools, thereby affecting their physical activity and mental activity. Moderate digital technology utilization has been said to benefit children's mental well-being, while excessive use can be detrimental. There has been a significant change in the way children socialize. It is somewhat more pronounced in the online world than in the real world.

Playgroups that allow kids to meet new friends and enjoy moments together by playing with different toys, fostering interaction and creativity on the part of the children are now becoming a thing of the past. Children see this as stressful and will rather build an online personality instead of creating physical interaction, making a face-to-face relationship with new friends and family.

A possible solution to this could be if you bring a ‘digital playground’ to your house. This is easily done by adding home additions to your house, a new space that can be used to engage in technology. While children will be again involved with the virtual world, a difference would be that their friends can join them. Now they will not only interact with one another virtually but also will have to share a word or two in real life. This will make the best of both worlds for them.

Project Creation opportunities
Children in the digital age now have opportunities to enhance scientific literacy, critical thinking, problem-solving, teamwork, foreign languages learning, etc., which can be appropriately used if the digital skill is available. Raspberry Pi 4 provides an opportunity to create different projects and make it fun and interesting to learn about technology. The creation of this project has promoted the teaching of necessary computer skills inside and outside of school. It has exposed large numbers of kids to programming projects both personally and commercially.

Children have much to gain from digital technology and, at the same time, at high risk. There is a call for responsibility not only to the parent or caregiver, pediatrician, educators who are most directly involved in raising the kids but also to the policymaker and those who produce content for children on social media and the Internet children at the center of digital policy. They must strive to be at the vanguard of any global digital policies made to protect them from online harm and allow the Internet and social media to bring out their full potential. Childhood is a time of rapid change. Some of these changes are obvious, such as height gain, language ability and physical dexterity. Others are less obvious, such as how children make sense of the information in their environment. Social scientists try to understand every aspect of children’s development, including how children learn, think and interact with those around them, and how their personalities and temperaments

Children learn and obtain new experiences and gain knowledge every day. The growing presence of digital technology in their lives presents new challenges and opportunities. Unavoidable exposure to digital technology

is in a child’s daily

life means need to embrace the huge potential of digital technologies to enhance learning and teaching methods and ultimately benefit a child’s comprehensive development

using

appropriate methods that don’t play a role in harming children understanding. I will also

provide my view of solution towards concerns about children over exposure to digital technology.

Background

The Digital Technology is also known as the Third Industrial Revolution is the change from manual, mechanical and electronic technology to digital technology which began anywhere from the late 1950s with the adoption and proliferation of digital computers and digital recordkeeping that continue to the present day. This has also brought about by digital computer and communication technology during and after the 20th century. Digital Revolution marked the beginning of Digital Technology Informed age. Central to this revolution is the mass production and widespread use of digital devices and its derived technologies that includes computers, digital mobile phones and internet. The last two generations have been completely surrounded by technology which has forever changed our world and young generations that are getting their hands on technology as soon as they get access. The rise of mobile devices means children can have access to learning anywhere and at any time. Many initiated applications supported by smallest devices like mobile phones that interest children like games, cartoons, puzzles, art, etc. Accessibility is the most obvious of the many benefits of the digital technology for children. The ability to think and use our mental faculties to solve problems both in the practical sense and morally is what sets humans apart according to psychological studies. The childhood years when the young mind is most inquisitive and alive to the possibilities of learning are the most important for developing problem solving and critical thinking skills. In the past, learning was done by book, a black board, and some chalk

Today, the world is a faster more dynamic place with ever changing advances in technology and the way we see the world. It is essential that children are able to keep speed with these changes prepared to enter into the real world despite inabilities to have successful achievements of globalization in third world countries, at least three quarters of young generation world over have heard and seen digital technology.

1.8 Benefits of digital technology to children lives

In fact, half of young generation across the globe today have access to digital technology and I believe that they find life hard and miserable without computers and internet.

Children's lives are so heavily involved with gaming and the online world that has become integrated with the way they live their lives. The internet and gaming feature so prominently in the lives of current generation that they are rarely separated from a screen. Be it smartphone, the computer or the television. Children use the computer and other forms of technology for games that widen their knowledge in puzzles, logical thinking programs, writing tools, drawing tools which help in problem solving, communication, and illustration of thoughts, ideas, and stories.

Status of digital literacy among the children of india

Why is Computer Literacy Important for Children in India?

Being a highly populous country, each service becomes easier to serve with the help of computers. From health, education, Industry the computers are becoming inevitable day by day. A few reasons why children in India must attain basic computer literacy.

Technology is Developing Rapidly

The technological developments have brought about significant changes in various areas of our life including personal, professional, and educational platforms. With these rapid changes, children of India must learn basic digital literacy so they could cope with the societal changes quickly and work as responsible citizens towards the betterment of their country. Despite having

Computer Literacy Increases Job Opportunities

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Technology is here to stay and this industry is only expected to grow in the next few decades. According to tech professionals, by 2022, the global spending's on technology on the IoT is expected to obtain a CAGR of 13.6%. In 2023, cellular connections of IoT will reach \$3.5billion with a CAGR of 30%. Technological evolution is expected to speed up exponentially and will also take over the majority of the jobs in the near future. When we teach the children of India how they can implement technology in their everyday lives, it not only makes their lives more convenient but also allows them to finish up their tasks quicker.

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It has become difficult to adopt online learning and online teaching, especially in the rural parts of the country due to the regional diversity and socio-economic condition of India. Even before

the spread of the pandemic, computer literacy in India was a pressing concern due to a lack of access to the internet and technological devices such as smartphones, mobile devices, and computers. However, the situation of a lack of computer literacy has further worsened with the spread of COVID-19.

Lack of Digital and Computer Literacy Amongst Households in India

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According to the Hindu Business Line, most of the rural states in rural India received a power supply of less than twenty hours a day. 1 in 5 households in rural India, (approximately 31 million families) does not have access to proper electricity. The lack of proper electrical suppliance further dissipates the chances of school-going children from attaining basic computer literacy which has negatively affected their education since most of the classes were remote and those who did not have access to computers or basic electricity supply for fulfilling their remote learning duties, were unable to further educate themselves.

1.10 Children's media culture

consequently the increased stimuli serve as exercises to enable children to solve more complex problems. It's a positive effect of the internet on kids that we cannot regret.

The positive effects of technology on child development, such as increased IQ scores from the Stanford Binet Test and improved learning skills, are some of the positive impacts of the internet with the correct use of technology.

Of course, all these benefits are possible with a conscious use of technology. On the other hand,

it should be kept in mind that an excess of stimuli leads to distraction. The duty of ensuring internet safety for kids is mainly on the parents.

Mental Skill Development with Educational Contents

The positive effects of the internet on early childhood education can be very beneficial. Educational and instructional practices, such as games and apps that improve cognitive skills, are among these benefits.

Memory games for children who want to improve their memory, attention games for children who want to improve their attention, math games for children who want to improve their mathematical skills, and much more are at your fingertips today.

Therefore, safe internet use for children can be useful with the right apps, allowing them to play brain games instead of car-racing games.

Apps that teach foreign languages, give advice on society and ethics, games and apps that offer practice in mathematical operations, and similar applications that give information through gamification, are always accessible for children.

Learning Enhancement

Effects of gadgets and the internet on learning are great examples of positive effects of the internet on students.

positive effects of the internet on students

“Learning how to learn” is a very important skill. Thanks to the Internet, there is a library with an infinite number of books in every house. Children can do extensive research on the subjects they wonder about.

In this way, they are learning to access information, do research, and learn, and safe internet use for children comes with many benefits.

Problem-Solving Skills

Is technology good or bad for kids? Visual design programs, technical drawing programs, coding programs, and similar design tools improve children's creativity. So it's not a matter of good or bad - it's all about how, when, and what you use.

Parental Control in Emergency Situations

The positive impact of technology on kids can sometimes be a lifesaver for your child and society. Your children should be able to reach you in case of an emergency, even if they are not old enough to use a mobile phone. Simple mobile devices like smartwatches are produced to meet this need in a healthy way.

Smartwatches have various features, and they are cool gifts for holidays. For example, you can set the numbers that your child can call. Likewise, you can determine which numbers your child can receive calls from. In this way, you can eliminate the risk of your child communicating with people he/she does not know.

In schools, children are taught the numbers they should call in emergency situations. You can add the numbers of the ambulance and the fire services to their contact list.

Easy Access to Information

All the children are curious at an early age and they always want to be acquainted with the outer world. In this sense, the world wide web can help them to understand what they want to learn.

Because the parents can't answer all the questions their kids ask, children can search for all the things they are curious about and expand their perspectives. One of the most important positive effects of internet on a child is access to information easily.

You can guide your children to discover their object of interest and provide them with a healthy environment to spend time efficiently.

Foreign Language Learning

As far as the children are concerned, lots of parents want them to learn a foreign language that helps kids to fit in the modern world. Thanks to technological improvements, today it is easier to access resources.

Kids can learn a foreign language in a short time by using online tools, fun games, and exercises without being bored. You can provide them with the right sources and develop their language skills.

Now the positive points of the internet provide children to start learning a foreign language online with just a little cost. Especially, apps that are tailored for this purpose, are one of the best examples of it.

Critical Thinking Development

Through online interactive games and mental exercises, modern children start to develop critical thinking skills earlier. These educational games and exercises help kids to grow intellectually by boosting their strategic thinking skills.

Entertainment

Technology is a huge entertainment universe for both children and adults. When it is used as a safe tool, your kids can benefit from fun video games, puzzles, riddles, and other things to spend their leisure time.

You don't need to be afraid that your children are harmed because of the internet. You should just be careful about which websites your kids enter. So you can protect them from the negative effects of computers on child development.

Misuse of digital media on children

The overuse of technology and unsupervised access to the Internet may cause many negative e

ffects on children's social skills, as well as their mental and physical development.

Lower Attention Span

Spending too much time using the most common technological devices such as computers, smart-phones, and tablets can cause distraction and concentration difficulties.

It should not be forgotten that technological developments primarily aim to provide benefits for us. Using the right technology in the right amount is not harmful to anyone.

Misuse of technology can cause a lack of focus, short attention span, and learning disabilities in children. It is important to develop these skills with certified methods.

Minimized Social Interaction

Negative effects of the internet on a child's social skills usually appear when the child plays too many games on a computer because they become disconnected from real life

The child, who doesn't communicate, interact and share with his/her environment, will try to meet all these needs in a virtual environment.

For example, children can see the level they have achieved in a game. This level is a respectability element, and they can try to gain respectability in the vicinity of friends.

However, these titles, which have no importance in real life, should be replaced by skills such as respect, love, sharing, and communication. A child should gain respect for these skills, so it's important to praise them for these elements.

Increased Aggression

We all know that children have wider imagination than adults. Therefore, they are more vulnerable to the content they come across.

Children can be exposed to frightening elements in videos, cartoons, or games they watch and play (such as Momo).

Children who are not capable of perceiving the difference between the real and the imaginary can experience unfavorable situations such as fear of being alone, nightmares, and not being able to go to the toilet alone.

Similarly, when they consume videos or games containing elements of violence, they can turn into angry children. Internet safety for kids should be provided to prevent unhealthy emotions from building up.

Health Problems

The negative impacts of technology on children are not only limited to emotional and mental disorders. The subject also has a physical dimension.

The following disadvantages of technology in child development may occur due to watching TV for a long time, using a computer or a tablet in the wrong sitting position, etc.:

Vision problems

Neck pain

Distortion of the skeletal structure of the body

Arm, hand, finger numbness

Overstrain

In addition to these, we can also say that the physical development of a child who is immobilized through the use of technological devices, reduces the time that should be allocated to activities that support muscle development, such as walking, running, jumping, and playing physical games.

Reduced Sleep Quality

The harmful effects of technology on children's health are not limited to the above-mentioned effects. Children, as well as adults, can suffer from sleeping disorders.

Technology for kids should not only be supervised in terms of what they're doing and where, but also in terms of for how long and when.

The risk of developing an addiction is especially common among children and adults.

Cyberbullying, Abuse and Security Risks

We have often talked about "overuse". There are some hidden threats among the negative effects of technology on children that are not related to overuse.

For example, Cyberbullying! Considering that the technologies that children are interested in can usually be linked to the Internet, we need to be aware of the external threats.

In games and apps with online communication preferences, children can be exposed to bullying. They can be abused by malicious adults. Again, malicious adults can obtain personal information about the child or his family. That's why being aware of "cybersecurity for kids" is a must.

Depression Risk

We know that there are bad aspects of the internet other than the positive effects of technology on teenagers and children. One of the most common is depression risk. Because of the technological improvements, unfortunately, children start to be less social and use social media more.

If the necessary precautions aren't taken, they can easily feel depressed and alone. The more they turn in on themselves, the more depression risk is surfaced. When you see the signs of anxiety in your kids, you need to help by having a connection or receiving support from experts.

Obesity

Unless your children use online sources in an appropriate way, they tend to be less active. When the time of staying still is increased, they are come up against with the obesity problem that lots of kids get into trouble about it.

Obesity risk is one of the most important negative effects of internet on a child. Don't forget the obesity problem is defined as a modern world disorder.

It is important to remember that children who do not burn enough calories in such cases are at risk of obesity. The negative effects of technology on children's health are hard to dismiss.

Lower Grades

We are all aware of the positive effects of internet on students but technological tools such as computers, tablets, or smartphones are used in an effective way, they can cause children to have lower grades in school.

As we've mentioned before, when kids start to spend more time on screens, their attention span is decreased, they can feel depressed; hence, their success can be declined. Remember that increasing technology usage means the time when is spent on homework is diminished

Emotional Problems

There are positive and negative effects of internet on our daily life but if we want to guide our children to have good sides of it, we need to be careful about their excess usage. When the kids start to spend more time online, they are at risk of having emotional and behavioral problems.

The overuse of technology can cause a delay in the emotional skills of your children. When you see it, even if you want to interfere, they can be aggressive or in a total shut-down. In these kinds of situations, you should get help from professionals.

Apps with Online Communication Is a Real Danger

In some online games, there is the possibility of correspondence with other players. It is equally dangerous for your child to talk to a stranger outside, in the real world, and online, in the virtual world.

The real danger here is that the child is not communicating with another child! The hidden danger we cannot ignore is that there might be a malicious adult on the other side.

Children's emotions and thoughts can be easily manipulated. A malicious adult can mislead your child by giving him various instructions.

Applications with online correspondence have many threats from the seizure of your personal information and - much worse - to child abuse! Sharing some of the tips on how children can stay safe on the Internet with your child will help them protect themselves from these vulnerabilities. infiltrated different industries and then moved into the public sphere. Yet analog technology remained dominant even through the 1990s. In the years that followed, newspapers, magazines, radio, and broadcast television were still the primary means of communication, with fax machines and pagers becoming most people's first casual forays into the digital world.

Traditional literacy is often understood as the ability to read and write. That means turning symbols into sounds, sounds into words, and words into ideas — and to do the whole thing the other way round as well. When it comes to words on a page, this is a relatively straightforward process. When it comes to digital literacy, however, there is more to it.

According to the American Library Association, digital literacy is “the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.” Digital literacy is not just reading and writing online. It's also the ability to find information, use critical thinking skills to evaluate the credibility of the information, create new content, and communicate all of that.

As the definition points out, digital literacy requires an ability to use many different forms of technology, on top of the more traditional literacy and critical thinking skills. The pandemic pushed us here

Long before the World Health Organization declared an international health crisis in 2020, our lives were moving increasingly online. But the pandemic and the ensuing lockdowns forced us to accelerate our adoption of digital technologies. It took only about six months for Zoom to go from a relatively unknown app to a verb, used regardless of what specific video app people were actually on.

For young children, even younger digital natives, the pandemic resulted in an almost overnight transformation to online learning, with deep repercussions that are still being felt even after most

countries have reopened their schools. Older digital natives (Millennials and the younger Gen X cohort) generally found themselves relying more on the technology they were using already.

Meanwhile, digital immigrants — people born before the digital revolution or those who only started accessing digital technologies as adults — had to play catch-up. They had to gain fluency quickly with unfamiliar technologies as the “real world” closed its doors around them. Practically overnight, these digital novices had to develop digital literacy, specifically technological and critical thinking skills. generations have a newfound reliance on the internet and more confidence using the technology. Across the age ranges in our report, roughly one in five people, including- Digital literacy remains a concern for both digital natives and digital immigrants. Although more and more people across all ages and from various backgrounds are coming online, significant digital literacy challenges remain. Older generations generally find themselves unable to learn to use the technologies as quickly and easily as they might like. And while younger generations that have grown up with these technologies can readily use them, they often need more support in understanding the long-term consequences of their digital activities. And all users seem to have a difficult time distinguishing legitimate information from misinformation. Older generations have a newfound reliance on the internet and more.

Chapter 2
REVIEW OF LITRATURE

According to the article " Beyond technology : Children's learning in the age of digital culture " by David Buckingham , John Wiley & Sons 2013.

Beyond Technology offers a challenging new analysis of learning, young people and digital media. Disputing both utopian fantasies about the transformation of education and exaggerated fears about the corruption of childhood innocence, it offers a level-headed analysis of the impact of these new media on learning, drawing on a wide range of critical research. Buckingham argues that there is now a growing divide between the media-rich world of childrens lives outside school and their experiences of technology in the classroom. Bridging this divide, he suggests, will require more than superficial attempts to import technology into schools, or to combine education with digital entertainment. While debunking such fantasies of technological change, Buckingham also provides a constructive alternative, arguing that young people need to be equipped with a new form of digital literacy that is both critical and creative. Beyond Technology will be essential reading for all students of the media or education, as well as for teachers and other education professionals.

According to the article "Beyond technology: Children's learning in the age of digital culture " by Panagiota Alevizou Children & Society ,2008

Beyond Technology: Children's Learning in the Age of Digital Culture Page 1 Beyond Technology: Children's Learning in the Age of Digital Culture By David Buckingham. In the last two decades there has been a growing body of research and literature regarding children and young people and the role that nascent and more established information and communication technologies (ICTs) play in definitions of childhood, family, schooling, learning and literacy. As the title suggests, the main argument of the book is developed around the relationship of children with learning, technology and digital culture.

As the author states in the preface (pp. vii–viii), this book is aligned with debates that argue against the hype surrounding the transformative potential of ICTs for childhood ,learners and schooling

(e.g.)Papert, 1993; Tapscott, 1997), focusing

instead on a series of key questions on the response of schools and educators to the role of digital media in young people's lives, but also to issues about mediated learning. The aim of this book is to 'pick apart some of the contradictory discourses about

also to issues about mediated learning. technology in education and to provide some indications of practice that I believe are genuinely new and challenging' (p. 13). As such, through the book's structure, the author interestingly switches from rhetorical articulations to evidence-based practice, from producers to policy-makers and users, from producers to policy-makers and users, from school to home, from theoretical debates about technology, learning, play and literacy to evidence-based conditions and nuances of current use, and from that, to propositions about the future relationship between schooling and digital media culture.

The first two chapters explore the key discourses articulated by major producers in the field of educational technology and by the related educational policy-makers in Britain.

A consistency in discursive themes surrounding educational technology is presented among producers and government policy bodies; although both represent shifting assumptions, they continue to point to a view of technology as: 'enriching, empowering and emancipating motivating , and exciting and bringing a competitive edge for performance and attainment. is evidence of policy and commercial assumptions ,shifting from an earlier need (from the mid-to-late 1990s) to respond to the 'Information Society'/'Knowledge Economy', towards a clearer focus specifically on learning and on the 'embeddedness 'of technology in the curriculum what remains is an provision of education that is 'marketised'(both in terms of schooling and educational as the author argues, through political and corporate mediators as well as through public-private partnerships. Not withstanding challenges in the assumptions behind such directions (including often misguided definitions of 'informal' and 'personalised' learning and a course for technology embedded-ness, mobility, immediacy and choice), other political values and imperatives also come to the fore, not least because regulation, bureaucratisation and surveillance both of teachers and students, also become greater. Contextualisations of such arguments are offered by theoretical threads in these chapters, and are brought further forward in chapter 3, where the broader debates on childhood and on tech is evidence of policy and commercial assumptions ,shifting from an earlier need (from the mid-to-late 1990s) to respond to the 'Information Society'/'Knowledge Economy', towards a clearer focus specifically on learning and on the 'embeddedness 'of technology in the curriculum what remains is an provision of education that is 'marketised'(both in terms of schooling and educational as the author argues, through political and corporate mediators as well as through public-private partnerships. Not withstanding challenges in the assumptions behind such directions (including often misguided definitions of 'informal' and 'personalised' learning and a course for technology embedded-ness,

mobility, immediacy and choice), other political values and imperatives also come to the fore, not least because regulation, bureaucratisation and surveillance both of teachers and students, also become greater. Contextualisations of such arguments are offered by theoretical threads in these chapters, and are brought further forward in chapter 3, where the broader debates on childhood and on technology use in education are considered. Buckingham carefully points to the false assumption that individuals including teachers, parents and students accept policy or commercial rhetoric categorically; and argues against polarised — either technoutopian or phobic analysis, calling for more nuanced approaches about the use of technology and about its relevant user's knowledge about it. Likewise, chapters 4, 5 and 7 draw on past and more recent evidence about the conditions of use and effectiveness about the conditions of use and effect of such technology in both school and at home and assess the links, gaps and digital divides between and within the two locales, while also challenging presumed notions of the so-called 'digital generation' by looking more carefully at the role of digital media cultures in the lives of young people. Chapters 6 and 8 return to one of the main questions raised in the book, surrounding the response of schools to digital media by exploring debates on first, the relationship of learning and games and secondly, the issue of 'skills' and competencies. A recognition that is expressed here points to a gap between young people's everyday lifeworlds outside school and their experiences of schooling systems (in Britain at least). This is an example of what the author calls the new 'digital divide'. Buckingham argues for a response from schools that involves a wider 'awareness of the range and diversity of young peoples' experiences of media and technology outside school' (p. 98), as well as an increased 'emphasis on developing children's critical and creative abilities with regard to new media' (p. 144). The recommendations that are offered about the role of schooling in the age of digital culture (chapter 9), stem from a critical discussion on the more productive framework of 'Digital media literacy'; a framework that involves both changing notions of the relationship between technology, learning and culture, but also rethinks how to teach not just with or through media and digital technologies, but also, about them (see also Livingstone and Bober, 2004; Selwyn, 2006). Though rich in empirical accounts and dense in theoretically informed analyses, this book is written in a clear and sophisticated prose. Avoiding either technological determinism or technological aversion, David Buckingham offers insightful arguments that stem out of research and critical and discursive analyses exploring the nature and cultures of digital media production and use corresponding to contemporary youth in the UK. In these ways, Buckingham seeks to contextualise wider questions of power and control surrounding digital media production, representation and consumption.

According to the article "Child well-being as a cultural construct: Analytical reflections and an example of digital cultures" by Susann Fegter, *Children's Concepts of Well-being*, 21-44, 2021 Child Well-being research has developed significantly in the last thirty years and is facing challenges with regard to the concepts of child well-being and to the integration of children's perspectives into research. The aim of this paper is to highlight the cultural dimension of both challenges and to reflect on cultural approaches towards child well-being and children's perspectives. Culture is defined in this paper as a symbolic order and as a "set of practices" that produce meaning. The chapter starts by outlining the relevance of culture as a challenge in the context of developments in child well-being research. The chapter aims to summarize central points in the current debates and to reflect on cultural approaches towards child well-being, as well as on epistemological approaches as part of the cultural constitution of knowledge on children. Section 2.3 then outlines the specific analytical approach that the Berlin CUWB study has developed to investigate children's understandings of well-being as cultural constructs. It will reflect on the methodological background of this approach in discourse theory and on the methodological concept of 'theoretical empiricism' and then outlines the objects and units of analysis. Section 2.4 presents some findings on children's understandings of well-being in the context of digital culture as an example, based on published data from different teams that are part of the CUWB network.

According to the article "Drama, intimacy, and vulnerability: the spiritual challenges of digital culture" by Karen-Marie Yust.

The ever-increasing engagement of children and youth in social media and gaming activities online has created new challenges for scholars and practitioners of children's spirituality. Bringing psychosocial and media studies research on the phenomena of adolescent 'drama' and morality, cyberbullying, and the vulnerable adolescent's desire for intimacy and community into conversation with ideas about and practices for children's spiritual nurture is essential work. Questions about the positive and negative influences of digital participation on moral imagination, levels of aggression and prosocial behaviours in social media communication, and the extent to which intimate relationships can be developed online are key concerns to be explored in this article.

According to the article "Play, creativity and digital cultures" by Rebekah Willett, Muriel Robinson, Jackie Marsh Routledge [2009]

Recent work on children's digital cultures has identified a range of literacies emerging through

children's engagement with new media technologies. This edited collection focuses on children's digital cultures, specifically examining the role of play and creativity in learning with these new technologies. The chapters in this book were contributed by an international range of respected researchers, who seek to extend our understandings of children's interactions with new media, both within and outside of school. They address and provide evidence for continuing debates around the following questions: What notions of creativity are useful in our fields? How does an understanding of play inform analysis of children's engagement with digital cultures? How might school practice take account of out-of-school learning in relation to digital cultures? How can we understand children's engagements with digital technologies in commercialized spaces? Offering current research, theoretical debate and empirical studies, this intriguing text will challenge the thinking of scholars and teachers alike as it explores the evolving nature of play within the media landscape of the twenty-first century.

According to the article "Children's Digital Culture" by Steve Gennaro, Blair Miller (Vernon Press, 2021)

'Young People and Social Media: Contemporary Children's Digital Culture' explores the practices, relationships, consequences, benefits, and outcomes of children's experiences with, on, and through social media by bringing together a vast array of different ideas about childhood, youth, and young people's lives. These ideas are drawn from scholars working in a variety of disciplines, and rather than just describing the social construction of childhood or an understanding of children's lives, this collection seeks to encapsulate not only how young people exist on social media but also how their physical lives are impacted by their presence on social media. One of the aims of this volume in exploring youth interaction with social media is to unpack the structuring of digital technologies in terms of how young people access the technology to use it as a means of communication, a platform for identification, and a tool for participation in their larger social world. During longstanding and continued experience in the broad field of youth and digital culture, we have come to realize that not only is the subject matter increasing in importance at an immeasurable rate, but the amount of textbooks and/or edited collections has lagged behind considerably. There is a lack of sources that fully encapsulate the canon of texts for the discipline or the rich diversity and complexity of overlapping subject areas that create the fertile ground for studying young people's lives and culture. The editors hope that this text will occupy some of that void and act as a catalyst for future interdisciplinary collections. 'Young People and Social Media: Contemporary Children Digital Culture' will appeal to undergraduate students studying Child and Youth Studies and given the interdisciplinary nature

of the collection—scholars, researchers and students at all levels working in anthropology, psychology, sociology, communication studies, cultural studies, media studies, education, and human rights, among others. Practitioners in these fields will also find this collection of particular interest.

Chapter 3

RESEARCH AND METHODOLOGY

3.1 RESEARCH

Research is a scientific and systematic search for relevant information. It's an art of scientific investigation. Research involves collection, organization and a systematic analysis of information to increase our understanding of a topic or issue. There are two basic approaches for research, quantitative approach and qualitative research.

Quantitative research from the name itself can be identified that it is the research that is Expressed using quantities. It is the generation of a data in quantitative form. This method Emphasizes the statistical, mathematical or numerical analysis of data collected through polls, Questionnaires and surveys.

Qualitative research is concerned with subjective assessment of attitude, opinion and Behaviour. Generally, the techniques of focus groups interviews, projective techniques and Depth interviews are used.

3.2 RESEARCH DESIGN

A research design is the set of methods and producers used in collecting and analysing Measures of the variables specified in the problem research. Here we have both quantitative and qualitative form of analysis. Quantitative research, from the name itself can be designated that of analysing research using quantities. Studying and emphasizing the statistical, Mathematical or numerical analysis of data collected through polls, questionnaires and surveys.

Qualitative research on the other hand is an assessment of analysing attitude, opinion and Behaviour.

3.3 METHOD OF STUDY

Here we used both quantitative analysis and survey as method for this study and Qualitative Interview Method.

Here we conducted a survey from age category below 18 seeking the opinions of " The Influence and Importance of Digital Culture in The Growth and Development of Children in Kerala".

Focus Group Interview was conducted towards 10 Parents of children to find out the psychology and usage of digital gadgets among children in detail.

3.4 FIELD OF STUDY

The survey is conducted among different age categories but mainly focused on the youth of Kerala.

Total of 303 responses had been recorded Which 278 (91.75%) are from 18 to 25 age category.

3.5 PERIOD OF STUDY

The study was conducted from 1st February 2022 to April 20, 2022. The span time is mainly focused on collecting data, analysing the social media activities and hashtag campaigns and reading related books and academic articles. The study is conducted among different age groups of Society in Kerala via online through Google form and response is recorded and interpreted using visual infographic tools and software.

3.6 SELECTION OF SAMPLE STUDYING

Simple Random Sampling was used as the method for collecting data for the survey.

SIMPLE RANDOM SAMPLING

In this case each individual is chosen entirely by chance and each member of the population has an equal chance, or probability, of being selected. One way of obtaining a random sample is to give each individual in a population a number, and then use a table of random numbers to decide which individuals to include.

3.7 OBJECTIVES OF THE STUDY

- To find out the influence of digital culture in th growth and development of children.
- To find out the importance in digital culture of children in education sector.
- To find out the importance of computer literacy in children in the current era .

- To find out the usage of digital gadgets in children.
- To find out the positive and negative impact of digital culture on children.
- To find out the importance of digital culture for social development in current era .

3.8 HYPOTHESIS

Hypothesis is a principle instrument in research. Simply speaking , hypothesis is an assumption or some supposition to be proved or disproved . But for a research it's a formal question that the researcher intended to resolve .

The following hypothesis are expected to conceive from the research .

- Digital literacy have a great role because it helps to expand children's knowledge and having basic computer literacy skills can help children move onto more advanced skills such as programming.
- Digital technology enhance a child's development .Technology changes the way kids socialize and interact with others, which can have huge impacts on their mental and emotional well-being. It has now become common knowledge that high levels of social media use, in both kids and adults, can lower self-esteem and create negative moods.
- Digital technology improves the children's social skills and development.
- It can create a sense of community and facilitate support from friends. It can encourage people to seek help and share information and resources. More frequent social media use has been associated with an improved ability to share and understand the feelings of others .

Chapter 4
RESEARCH AND DISCUSSION

Part 1

We used Focus Group Interview for our data collection.

R1

Q1: How much time does your kid uses Digital Technology like smartphone ,internet etc. a day? and what are the things they usually do with them.

R1 : 2-4 hours, watching streaming shows on digital platforms like Netflix, DisneyHotstar, Youtube shows on tablet or smartphone.

Q2. How do you think the Digital Culture can be properly used by your child in this era?

R1 : Yes, knowledge is available so easily to kids through these mediums but the challenge is to channelling them to watch useful things.. Because the kids are so easily distracted to other things that interest them that they hardly watch useful stuff on their own.. Parents can sit with smaller kids and see to it that they watch useful thiings.

Q3. What are the after effects or negative effects that your child may have when using the digital gadgets?

R1: Shorter attention span, less memory, addiction, eye problems, violence, decreased tolerance, mood changes.

Q4. How the digital technologies were useful in the covid 19 era?

R1 : Online classes were child's only connection to the outside world, to kill time when parents can't engage them especially working parents.

Q5. How do you feel the digital revolution can influence the new generation culture?

R1: Children need Wi-Fi for everything, its their greatest influencer.. It frees them from political, cultural barriers and opens up the whole world for them provided they use it well..

Q6. Do you think Computer Literacy is important for social and Cultural development of your child and why?

R1 : Yes because every thing is online these days and kids learn so much of what they know from it. Competitive Exams are online, work submissons are online, research for it is online.. Without computer literacy children can't have that extra edge which is so important for survival these days..

R2

Q1. How much time does your kid uses digital technology like smartphone, internet, etc, a day and what are the things they usually do with them?

R2: He uses internet 2-3 hours daily for his studying most commonly he is busy on whatsapp for attending online classes.

Q2. How do you think the digital culture can be properly used by your child in this era?

R2: For small children parental guidance and control is very important while using digital technologies .

Q3. What are the after effects or negative effects that your child may have when using the digital gadgets?

R2: The main fear around us is that the increase in usage of digital devices may cause many health issues in children (wearing headphones and earphone for long time causes hearing problems).And also they are not interested in playing outdoor games and do not know how to interact with the society . The way kids connects with each other is changing. It may cause lack of real connection. It also affect behavioral problem,sleep problems , obecity , violence and so on.

Q4. How the digital technologies were useful in the covid 19 era?

R2: In my opinion digital gadgets were very helpful to us during covid situations for online classes and all but it also have negative results because nowadays most of the childrens are addicted to internet, they can't live without mobile phone ,especially during the pandamic coronatime.

Q5. How do you feel the digital revolution can influence the new generation culture?

R2: I think digital revolution is deeply influenced the new generation in all way. it is very good for the education of these generations, also digital technologies are developing their creativity , making them intellectual etc...

Q6. Do you think computer literacy is important for social and cultural development of your child and why?

R2: Without any doubts I would like to say that, computer literacy is most important for social and cultural development for children because

we all are living in a digital era and know about the merits of digital technologies so it is very important in our daily life. Computer and internet is the ultimate source of knowledge for all students.

R3

Q1 : How much time does your kid use digital technology like smart phone ,internet etc a day . What are the things they usually do with them ?

R3 : 6 hours including class time (online classes) . They use digital gadgets for many activities both in and out of school . They use it for many purposes such as for school projects, for making power point presentations , to chat with friends , to play games, use internet to search for the help needed for doing assignments, watching movies etc ..

Q2. How do you think the Digital Culture can be properly used by your child in this era?

R3 : Digital devices are very useful for children during covid 19 situation . It provides a more comfortable environment for learning , lower cost , variety of programs and courses etc . Digital learning brings education to children all over the world.

Q3. What are the after effects or negative effects that your child may have when using the digital gadgets?

R3 : The increases in use of digital technologies may cause many health issues in children , less attention span , hearing problems , eye problems etc.. Also kids are becoming less active in social activities and all.

Q4. How the digital technologies were useful in the covid 19 era?

R3 : During covid 19 era children have transitioned their rooms to online learning classroom .Also the availability of technology during this pandemic was very valuable for education and for keeping the children entertained.

Q5. How do you feel the digital revolution can influence the new generation culture?

R3: Digital revolution influence a lot in the new generation culture. Technology has become a huge part in children's life . Gadgets can help to save a lot of time . Multi tasking can also be done like chatting , listening music etc.. It improve writing skills , intellectual skills etc...

Q6. Do you think Computer Literacy is important for social and Cultural development of your child and why?

R3: Computer literacy is the knowledge and ability to use computer and related technologies. Computer literacy deals with how to use computer applications. In this digital era it is very important to have computer literacy so that children can search for extra informations etc for assignments and all through internet . It helps children to have more advanced skills in future.

R4

Q1. How much time does your kid uses Digital Technology like Smartphone, Internet etc. a day? and what are the things they usually do with them.

R4 : 4 hrs, watches youtube and attends online classes.

Q2. How do you think the Digital Culture can be properly used by your child in this era?

R4 : Strict parent monitoring is necessary especially for small children while using digital technologies because it all has so many demerits.

Q3. What are the after effects or negative effects that your child may have when using the digital gadgets?

R4: Eye problems, headaches , after watching cartoons and all children tries to mimics the characters of the cartoons.

Q4.How the digital technologies were useful in the covid 19 era?

R4 : Was useful for online classes.

Q5. How do you feel the digital revolution can influence the new generation culture?

R4 : Children may hate outdoor games. This can affect there health.

Parents may think their child is always studying whenever he/she use the phone while at the same time, the child might be using social media platforms or playing online games.

Q6. Do you think Computer Literacy is important for social and Cultural development of your child and why?

R4 : Yes, I think it's important. It brings the world to them and now they get access to all informations at their fingertips.

R5

Q1. How much time does your kid uses Digital Technology like Smartphone, Internet etc. a day? And what are the things they usually do with them?

R5 . Using mobile phone for each and everytime except at the time of sleeping. My kid spending time in mobile phone for games, music, entertainment like cartoons, food vlogs, Instagram, educational channels, to explore more.

Q2. How do you think the Digital Culture can be properly used by your child in this era?

R5: In this era digital culture can properly for educational stuff, digital classroom such as google meet,moodle classroom, researching some things for assignments and project works, preparing notes from google. Also they have different platforms for learning and coversation between teachers and students , also there are video games that can play with friends (multiplayer games) during this pandemic.

Q3. What are the after effects or negative effects that your child may have when using the digital gadgets?

R5. There are some after effects, over use of mobile phone causes eye problems, also cause health problems by not eating any proper foods. This also affects child's discipline.

Q4. How the digital technologies were useful in the covid 19 era?

R5. Through digital technologies children learned very fast to use different distant teaching platforms and methods.

Q5. How do you feel the digital revolution can influence the new generation culture?

R5. When we take an instance of the exposure towards internet or sharing of knowledge, the older generation never had so much of exposure to anything like the generation these days have. There are a lot of things that are easily accessible to people these days and information is disseminated easily without any trouble.

Q6. Do you think Computer Literacy is important for social and Cultural development of your child and why?

R5. Yes, computer literacy is very important. Kids need to be able to

understand the technology that they use so they can use it safely and effectively. Digital literacy is not just about knowing how to take a selfie or update facebook, Digital literacy means understanding technology and using it appropriately.

R6

Q1 .How much time does your kid Digital Technology like Smartphone , Internet etc. a day ? and what are the things they usually do with them .

R6: 3 hours , for online classes , playing games , watching Youtube videos and cartoons .

Q2. How do you think the Digital Culture can be properly used by your child in this era ?

R6: Digital platforms can be properly used by children with the effective guidance of parents .

Q3. What are the after effects or negative effects that your child may have when using the digital gadgets ?

R6: Mobile phone addiction , health issues mainly headache and eye related issues .

Q4. How the dital technologies were useful in the covid 19 era ?

R6: Digital technologies had helped a lot in learning (online classes) and also engaged the children with different kinds of entertainment programs etc..

Q5. How do you feel the digital revolution can influence the new generation culture ?

R6: Children are more likely to follow trends through internet so rather than own culture they prefer new things ,new culture . So it influences a lot .

Q6. Do you think computer Literacy is very important for social and cultural development of your child and why ?

R6: Yes it's very important to have digital literacy in this developing world because it provides a wide range of sources and information .

R7

Q1. How much time does your kid uses Digital Technology like

Smartphone, Internet etc. a day? and what are the things they usually do with them.

R7: 5hrs ,use digital technologies for attending online classes , for doing assignments , for playing games .

Q2. How do you think the Digital Culture can be properly used by your child in this era?

R7: Digital technologies was very useful for education filed especially for attending online classes and also for entertainment .

Q3. What are the after effects or negative effects that your child may have when using the digital gadgets?

R7 : Overuse of digital technologies may lead to health issues . Digital technologies are making children isolated from the outside world not getting connected with society . By misusing these technologies children may lead to several problems , for example games like blue whale etc makes children addicted and make them do harmful things .

Q4.How the digital technologies were useful in the covid 19 era?

R7: Digital technologies were useful for education purposes and it helped to engage children with lots of programs , games etc..

Q5. How do you feel the digital revolution can influence the new generation culture?

The "digital revolution" is impacting everything, from economy, innovation, science and education, to health, sustainability, governance, and lifestyles.

Q6. Do you think Computer Literacy is important for social and Cultural development of your child and why?

R7: Computers affect every facet of our lives and every sector of the global society. It has become imperative for every student to receive some kind of computer skills training before entering the working world. These computer skills prepares students for the norms and algorithms of the business world. Having attained some level of computer literacy enhances job opportunities.

R8

Q1. How much time does your kid uses Digital Technology like Smartphone, Internet etc. a day? and what are the things they usually do with them.

R8: 6hrs , my kid uses digital technologies for studying , for watching cartoons , play games .

Q2. How do you think the Digital Culture can be properly used by your child in this era?

R8: Computer technology, for example, offers young children a range of learning opportunities—from solving math problems to listening to interactive stories, taking a photo, recording a story, creating a digital book, making music, and engaging in other age-appropriate learning activities.

Q3. What are the after effects or negative effects that your child may have when using the digital gadgets?

R8: Overuse of much gadgets may negatively affect a child's brain on its functioning, and may even cause attention deficit, cognitive delays, impaired learning, increased impulsivity, and decreased ability to self-regulation.

The more time children spent with their screens, the less time they spent with their family. While useful to remain connected, devices can be a poor substitute for in person interactions that help children particularly very young children develop valuable social skills.

Q4. How the digital technologies were useful in the covid 19 era?

R8: Computers, tablets, and smartphones have allowed students to remain connected to the classroom virtually. Distance learning has also been a blessing for students with social anxiety.

In the age of social distancing, devices and other forms of technology have been a social lifeline for children. My kid have relied on screens to stay safely connected with his grandparents and other family members and chat with friends while playing video games online.

Q5. How do you feel the digital revolution can influence the new generation culture?

R8 : The digital revolution has brought several benefits—easier

communication and information, greater convenience, free digital products, and new forms of leisure.

Q6. Do you think Computer Literacy is important for social and Cultural development of your child and why?

R8: Having an understanding about digital literacy leads children to use technology safely and it helps them to avoid its dangers.

R9

Q1. How much time does your kid uses Digital Technology like Smartphone, Internet etc. a day? and what are things they usually do with them?

R9. My kid uses smart phone and internet almost 5 hrs for online class through learning platforms like google meet, on other time he plays games and he also use instagram and chat with his friends.

Q2. How do you think the Digital Culture can be properly used by your child in this era?

R9. It is easier for kids to be what they want to be. They can be preoccupied with having fun with games, earnestly seeking and getting answers to just about everything quickly, knowing about what is happening in the world instantly, exposed to much more immorality, see different ways of looking at things, and much more I'm sure.

Q3. What are the after effects or negative effects that your child may have when using the digital gadgets?

R9. The times they are a-changing - in many ways. One trend that has been noted is that children spend more time indoors gaming or social media and less on sport or playing on the streets. In general, my kid seem to be talking less to each other and chatting or playing video games. Kids have less privacy now and that will change their behaviour.

Q4. How the digital technologies were useful in the covid 19 era?

R9. Digital technology helped a lot during the pandemic. My children learning new technologies doing online and we parents also learning soo many new things with the help of technology. My kid also getting there home work by what's app. Technology has really helped the education of my children during the times of pandemic.

Q5. How do you feel the digital revolution can influence the new generation culture?

R9. Digital culture influence the creativity of children. Today's kids is fortunate to have been born in the era of high technology when information is at their single touch of a button, but too much dependence on technology will affect their sense of logical reasoning and decision making as their minds get dull.

Q6. Do you think Computer Literacy is important for social and Cultural development of your child and why?

R9. Yes, Now a days all type of communication is possible through digital media. Children must have computer literacy. Then only they can communicated effectively through digital media.

R10

Q1. How much time does your kid uses Digital Technology like Smartphone, Internet etc. a day? and what are the things they usually do with them.

R10 : My kid's mobile phone usage is usually 2-3 hours. By watching cartoons such as, Coco Melon, baby videos, then Pegga Pig on Netflix for Kids, Songs for my kid's education like A to Z, numbers, etc.

Q2. How do you think the Digital Culture can be properly used by your child in this era?

R10: Digital technologies must be used with proper guidance of parents to avoid the misuses.

Q3. What are the after effects or negative effects that your child may have when using the digital gadgets?

R10 : My kid after watching Youtube videos and all tries to mimic things that are shown in that videos . Also increase in usage of digital technologies may lead to several health issues.

Q4. How the digital technologies were useful in the covid 19 era?

R10 : Yes it helped a lot for both education and entertainment purposes .

Q5. How do you feel the digital revolution can influence the new generation culture?

R10: Technology is seen to have a positive effect on society include

increased knowledge and understanding .

Q6.Do you think Computer Literacy is important for social and Cultural development of your child and why?

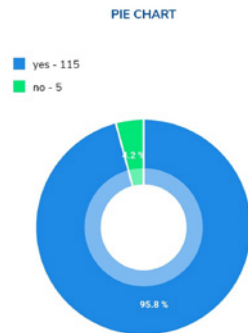
R10: Digital literacy helps to expand children's knowledge.

From simply searching for information to using apps, being digitally literate exposes the kids to so many forms of learning. Videos, podcasts, social media pages, search engines, educational apps, and learning websites present various information to your child.

Chapter 5

ANALYSIS AND DISCUSSION

1. Do you think computer literacy is important these days?

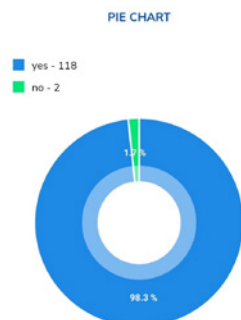


The pie diagram shows the affinity of audience towards importance in digital literacy in these days

Through focus interview we understood that computer literacy is important in these days because everything is online these days and kids learn so much of what they know from it .. without computer literacy children can't have that extra edge which so important for survival these days

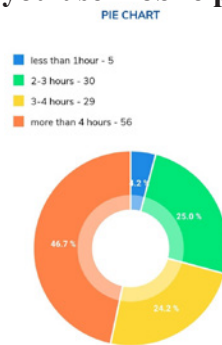
According to the survey conducted, it is clear that computer literacy is very important in these days. Computer literacy is the knowledge to use computers and related technologies. Now peoples are aware about the importance of computer literacy. Because our technology is developed day by day. There is a huge progress in the field of digital media too. computer literacy in India has become one of the substantial need.

1. Do you think computer literacy is important these days?



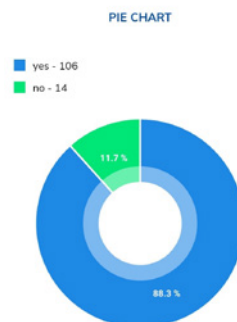
According to the research we understood that, the technology helped a lot during the pandemic Covid 19. Digital gadgets were very helpful for children during covid situations for online classes. During covid 19 era children have transitioned there rooms to online learning classroom. Also, the availability of technology during the pandemic was very valuable for education and for keeping the children entertained. Through digital technologies, children leared very fast to use different distant teaching platforms and methods. Digital technology had helped a lot in learning and also engage the children with different kinds of entertaining programs.

3. How much time usually do you use mobile phone on average holiday?



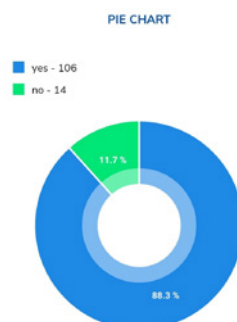
People use digital media in day to day life for various purposes . Majority of people use digital media more than 4 hours a day.

4. Do you think the usage of digital gadgets are useful to you in social development?



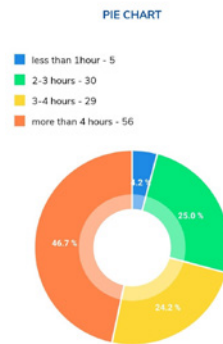
88.3% of people agree that the usage of digital gadgets are very useful for their social development

5. Do you have the support of your parents for using the gadgets for your various needs?



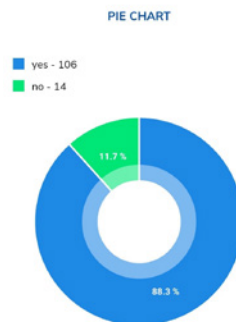
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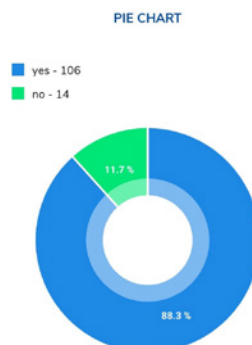
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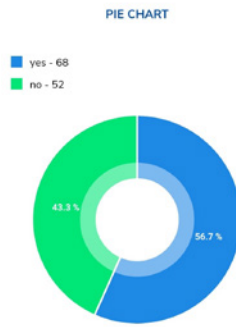
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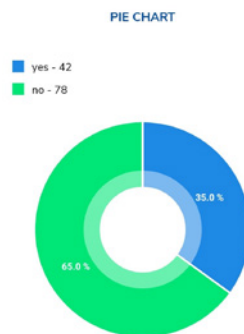
Above 80% of students have the support from their parents to use digital gadgets for their needs.

6. Do you actively participate in communities and groups in social media?



The above pie chart represents that 55.7% of people actively participate in communities and groups in social and the rest 43.3% not . This indicates the active involvement of people in social media communities , through this people can develop communication networks, contacts, can generate public opinions , community welfare activities and many other social activities.

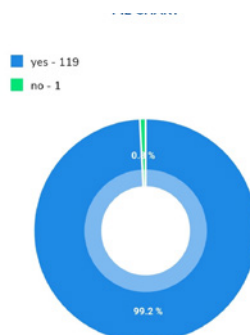
7. Do you feel addicted to digital gadgets?



65% of people did not addicted to social media .But 35 % is addicted to the social media. This addiction can severaly affect the daily activities or daily routine of people that will result in health problems,mental dilemma including depression too.

People have to follow self regulation methods to maintain the over using of mobile phones.

8. Do you use smart phones?



The pie chart shows that the users of smart phone are almost at its peak by 99.2%

Through focus interview and survey we understood that digital technologies have both good and bad impact on children and it's impossible to live without technologies these days. The use of technology from a very younger age helps in schools , due to the fact that it help students want to learn , as well as makes it possible for each student to learn at their own pace. Additionally , it allows learning to become more interactive than it has ever been before .Advantages are many as it makes the student if they want to know something they can look it up on the Internet and in just a few seconds have an answer. They literally watch out that the parents talking the help of internet in doing some project work or some making home remedy they also follow the same. This will only lead to future generations becoming more and more introverted and technology obsessed in the years to come.

The negative impact of digital media that we found through interview are lack of attention, delays in social and emotional development , physical inactivity and obesity , poor sleep quality , health problems such as headaches , hearing problems , eye problems etc.....

According to the article "Play, creativity and digital cultures"byRebekah Willett, Muriel Robinson, Jackie MarshRoutledge[2009]

Recommendations

On behalf of our study , digital media have to be used under proper guidance of parents

Because Overuse of these technologies can lead to several problems such as misuse of social media , engaging in dangerous games such as blue whale, unwanted chats with gamers etc...

his article identified a range of literacies emerging through children's digital engagement with new media technologies and also focuses on children's digital cultures specifically examining the role of play and creativity in learning with these new these new technologies . Therefore, this match with our findings findings , because 95% of people in our survey responded positively for the importance of digital culture or digital literacy among children for their social development , intellectual development , creativity and also it leads to several health problems

Limitations

According to the survey results , the number of children who have done the survey is low , because children's have limitations on using smartphones etc .

Chapter 6

CONCLUSION

Conclusion

Children's digital culture is tremendously complex and challenging today. Heightened levels of media concentration and increasingly sophisticated forms of branding continue to pose risks to young people. From an early age media play a significant role in a child's life.

Moreover, research is telling us that many young people are likely to use the Internet daily for a range of purposes, including searching out information, doing school work, sending email, downloading music, and making media content.

In today's world children's access to media seems inevitable therefore , familiarising oneself with the prevention of cyberbullying is the responsibility of parents.

Media can offer many benefits associated with the education of the youngest generation, one only needs to use them rationally.

Chapter 7
APPENDIX

7.1 Focus group Interview Questions to parents.

Q1. How much time does your kid uses Digital Technology like Smartphone, Internet etc. a day? and what are the things they usually do with them.

Q2. How do you think the Digital Culture can be properly used by your child in this era?

Q3. What are the after effects or negative effects that your child may have when using the digital gadgets?

Q4. How the digital technologies were useful in the covid 19 era?

Q5. How do you feel the digital revolution can influence the new generation culture?

Q6. Do you think Computer Literacy is important for social and Cultural development of your child and why?

7.2 Survey questions for children below 18 years old

1. Gender (Female, Male, Others)

2. In which category does your age belong to (below 10, 10-15,16-18,)

3. In Which Area do you live (rural, Urban)

4. Do you use smartphones (Yes, No)

5. What are the things you usually do with smartphones (e-learning, gaming, social media, OTT movies? other)

6.How much time usually do you use mobile phone on an average holiday?

(Less than 1 hour, 2-3 hours, 3-4 hours, more than 4 hours)

7. Which of the following Gadgets do you use (Mobile Phones, Smart TV, Computer, Tablet)

8. Do you actively participate in communities and groups in social media (yes/no)

9.Do you prefer online education over offline education? (Yes/No)

10.Do you think the usage of Digital Gadgets are useful to you in social development? (Yes, No)

11.Do you think the digital technologies helped you in the covid 19 era? (Yes, No)

12.Do you think people without having technical knowledge will face difficulties in Future? (Yes, No)

13.Do you feel addicted to the Digital Gadgets? (yes/no)

14.Do you have the support of your parents for using the gadgets for your various needs? (yes/no)

15.Do you think Computer literacy is important these days? (Yes, No)





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Knowledge Ambassador Award, Global Goodwill Ambassador
at LinkedIn, and IBM Champion for Cloud*

Chapter 8

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