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- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

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- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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IMPACT OF ANIMATION ON CHILDREN

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ABSTRACT

Children are the target buyers for many products in a market. The marketers continue to take efforts to find effective ways of reaching them with their marketing communication. Obviously electronic media is a powerful and apt one to reach out to them. Media in its good side, it can be entertaining and educational, and it can open up new worlds for kids, giving them a chance to travel the globe, learn about different cultures and gain exposure to ideas they may never encounter in their own community. The positive role models in reality or in imagination used in the programs for Children influence them very positively. However, the reverse is also true. Yes, Children learn a lot through media which parents do not want them to learn. This article details the meaning, evolution of animation and the ways to prepare the same. Understanding the impact of animation on the buying behaviour and approach of the children will certainly enable the marketers to design their strategies very appropriately. In fact, using animation in the advertisements, meant for children has been very effective in the creation of brand awareness and liking among them. The primary aim of the study is to analyse the impact of animation on children and how it influences them in various ways.

KEYWORDS

Animation; Cartoons; Film Genres; Shrek; Finding Nemo; Ice Age.

INTRODUCTION

Children are the human resources of a country and investing in them is among the most prudent investments a nation can make in its future. In India, children below 15 years of age constitute almost half the country's population. Media could provide for reaching support to children all over the country. Media can provide information to children on variety of subjects. Media has the power to reach out to search a vast number of children at a particular time that it can be used widely in developing various vocational skills among the children. Media has its good side. It can be entertaining and educational, and can open up new worlds for kids, giving them a chance to travel the globe, learn about different cultures and gain exposure to ideas they may never encounter in their own community. Programs with positive role models can influence people to change their behaviour for the better. However, the reverse can also be true: kids are likely to learn things from media that parents don't want them to learn.

It is worthwhile for parents to think about what role they want media to play in their family. Consider:

- A great deal is known about children and media because there have been thousands of studies on the subject. Researchers have studied how media affects kids sleep, weight, grades, behaviour, and more. It is worth looking at what the research says when deciding how to manage media in a family.
- Spending time watching television or films can take time away from healthy activities like active play outside with friends, eating dinner together as a family, or reading. T.V. time also takes away from participating in sports, music, art or other activities that require practice to become skilful.
- Film viewing starts earlier than other forms of media- often beginning before age two. In recent years, video and DVD programs geared to babies and toddlers have come into the market and now even a cable channel for kids. Researchers are still trying to find out the effect film viewing by kids may have on their development. Time spent watching films replaces time spent interacting with care givers and other children.

This study aims to show the impact of animated films on children and how these films have influenced them in various ways. Do children react to media violence? It depends upon the emotional maturity and the level of learning ability of each child.

'ANIMATION' - MEANING

It is the rapid display of a sequence of images of 2Dartwork or model positions in order to create an illusion of movement. It is an optical illusion of motion due to the phenomenon of persistent of vision. This could be anything from a flip book to a motion picture film.

'CARTOONS' - MEANING

In 1906, Vitagraph released the first animated film in the United States, Humorous Phases of Funny Faces, by cartoonist James Stuart Blackton. It featured a series of faces, letters and words being drawn. This rudimentary foundation encouraged other cartoon pioneers, including Emil Cohl and Winsor McCay. Cohl produced Drame Chez Les Fantoches (a drama in Fantochi's House, 1908), a film more like modern classics, both funny and with a well developed plot. McCay's Little Nemo (1911), the first fully animated film, was based on his newspaper comic strip. His Gertie the Dinosaur (1941) was the first to use frame by frame animation, which produced fluid motion pictures, the cartoons were silent.

HISTORY OF ANIMATION

The advent of film technology opened opportunities to develop the art of animation. The basic animation process is described in the article Animation, and the Classic, Hand-drawn technology in traditional animation. At first, animated cartoons were black and white and silent. Felix the cat is a notable example. The first cartoon with synchronized sound is often identified as Walt Disney's Steamboat Willie, starring Mickey Mouse in 1928, but Max Fleischer's 1926 My Old Kentucky Home is less popularly but more correctly credited with this innovation. Fleischer also patented rotoscoping, whereby animation could be traced from a live action film. With the advent of sound film, musical themes were often used. Animated characters usually performed the action in 'loops', i.e., drawings were repeated over and over, synchronized with the music.

Disney also produced the first full-color cartoon in Technicolor, "Flowers and Trees", in 1931, although other producers had earlier made films using inferior, 2-color processes instead of the 3-color process offered by Technicolor. Later, other movie technologies were adapted for the use in animation, such as multi-plane cameras, stereophonic sound in Disney's Fantasia in 1941, and later, wide screen processes (e.g. Cinemascope), and even 3D.

Today, animation is commonly produced with computers, giving the animator new tool not available in hand- drawn traditional animation. However, many types of animation cannot be called "cartoons", which implies something that resembles drawings. Most forms of 3D computer animation, as well as clay animation and other forms of stop motion filming are not cartoons in the strict sense of the world.

Early examples of attempts to capture the phenomenon of motion into a still drawing can be found in Paleothilic cave paintings, where animals are depicted with multiple legs in superimposed positions, clearly attempting to convey the perception of motion. The phenakistoscope, zeotrope and praxinoscope as well as the common flip book, were early animation devices to produce movement from sequential drawings using technological means, but animation did not really develop much further until advent of motion picture film. The first animated cartoon (in the traditional sense, i.e., on film)was "Fantasmagorie" by the French director Emile Cohl. It was released in 1908. One of the very first successful animated cartoons was "Gertie the Dinosour" by Winsor McCay. It is considered the first example of true character animation.

In the 1930's to the 1960's, theatrical cartoons were produced in huge numbers, and usually shown before a feature film in a movie theatre. MGM, Disney and Warner Brothers were the largest studios producing these 5-10 minutes 'shorts'. Competition from television drew audiences away from movie theatres in the late 1950's, and the theatrical cartoon began its decline. Today, animated cartoons are produced mostly for television.

TYPES OF FILM GENRES

Film genres are various forms or identifiable types, categories, classification or groups of films that are recurring and have similar, familiar or instantly-recognizable patterns, syntax, filmic techniques or conventions-that include one or more of the following: settings (and props), content and subject matter, themes, mood, period, plot, central narrative events, motives, styles, structures, situations, recurring icons(e.g.: six- guns and ten-gallon hats in Westerns), stop character (or Characterizations) and stars. Many films straddle several film genres. The various types of film genres are Action, Adventure, Comedy, Crime, Drama, Historical, Horror, Musical, Science fiction, War and Western Genres.

ANIMATION GENRE

Animated films are ones in which individual drawings, paintings, or illustrations are photographed frame by frame (stop-frame cinematography). Usually, each frame differs slightly from the one preceding it, giving the illusion of movement when frames are projected in rapid succession at 24 frames per second. The earliest cinema animation was composed by frame by frame, hand-drawn images. When combined with movement, the illustrator's two-dimensional static art came alive and created pure and imaginative cinematic images- animals and other inanimate objects could become evil villains or heroes.

Animations are not a strictly-defined genre category, but rather a film technique, although they often contain genre-like elements. Animation, fairy tales, and stop-motion films often appeal to children, but it would marginalize animations to view them only as "children's entertainment". Animated films are often directed to, or appeal most to children, but easily can be enjoyed by all.

COMPUTER ANIMATION

It is the art of creating moving images via the use of computers. It is a subfield of computer graphics and animation. Increasingly it is created by means of 3D computer graphics, though 2D computer graphics are still widely used for low bandwidth and faster real-time rendering needs. Sometimes the target of the animation is the computer itself, but sometimes the target is another medium, such as film. It is also referred to as CGI (computer generated imagery/imaging), especially when used in films.

To create the illusion of movement, an image is displayed on the computer screen, then quickly replaced by a new image that is similar to the previous image, but shifted slightly. This technique is identical to how the illusion of movement is achieved with television and motion pictures. Computer animation is essentially a digital successor to the art of stop motion, animation of 3D models and frame by frame animation of 2D illustrations. For 3D animations, objects (models) are built on the computer monitor (modeled) and 3D figures are rigged with a virtual skeleton. For 2D figure animations, separate objects (illustrations) and separate transparent layers are used, with or without a virtual skeleton. Then the limbs, eyes, mouth, clothes etc. of the figure are moved by the animator on key frames. The differences in appearance between the key frames are automatically calculated by the computer in a process known as 'tweening' or 'morphing'. Finally, the animation is rendered.

DIFFERENT TYPES OF ANIMATION

There are many different types of animations that are used in the present day world. The three main ones are Clay animation, Computer animation and Plain animation. All of them have their own distinct uniqueness. The most common type of animation is drawn on cells and is 2D. Later, the 3D animation of clay animation was created. And recently, the most popular type of animation is computer animation.

CREATING ANIMATION

There are four major processes to make an animation. They are discussed below:

(i) Development of ideas and story

First of all, there must be an idea to base the animation on. When an idea is developed, the characters and stories are further explored and expanded upon. The directors of an animation would then come out with a script; and later a storyboard where thumbnails of major scenes are sketched with captions to elaborate on it. The soundtracks used in the animation are also created at this point of time.

(ii) Sketching and Drawings

In the second stage, a chief animator would draw out the key frames of the animation. Key frames are significant scenes in the story that shows the essential action that led to the development of the story, so that the assistants or junior animators can use it as a base and fill in the scenes in between so that motions would flow smoothly. This process done by junior animators is commonly known as 'inbetweening' or 'tweening'. The picture will be taken through a pencil test, where the drawings are animated without any frills. Only then it is linked and coloured on. Finally, the different sheets of cells will be cleaned and polished in preparation for screening.

(iii) Putting it all together

The third stage is where all the cells and pieces of art are compiled together and screened. There are different ways of screening the animation, one is by using a camera and screen the fast flipping of pages, while another is by scanning the different pages and then put them together to form the movie. In these modern days, it is more practical to use the latter method. At this stage, the sound and the music of the animation is also recorded to match the pictures perfectly.

(iv) Editing

Finally, the film is now edited carefully and final touches are made to make sure it has the maximum effect.

ANIMATION IN INDIA

India's animation sector is witnessing a major boom. Overseas entertainment giants like Walt Disney, IMAX and Sony are increasingly outsourcing cartoon characters and special effects to India. Other companies are outsourcing animation from India for commercial and computer games.

IMPACT OF ANIMATED MOVIES ON CHILDREN

This illustrates the key significance of film consumption, for how children view the world. The role of the children themselves is also unclear at first glance. They rarely appear in the films as themselves, but are often represented by animals hemmed in by the world of adult humans. Due to a lack of social standing and power, the animals have to work together, relying on courage and ingenuity to help one another out of awkward situations. In contrast, the children were explicitly critical of damage caused to the environment, which was a central theme in several films.

OBJECTIVES OF THE STUDY

The following are the objectives of the study:

- To find out how animated films have an impact on children.
- To find out if animated films influence the attitude, behaviour and overall character of children.
- To determine the reasons for viewing animated films on the basis of parameters like entertainment, education/information, graphical presentation & peer pressure.
- To find out how much time children spend in watching animated films.
- To find out if boys have a different level of understanding and influence of imitating from girls.
- To determine the recall of animated characters by children.
- To find out if the animated films influence the buying decisions of children.

SCOPE OF THE STUDY

This study is expected to be useful to film makers and marketers of various accessories based on animated movies. This study will enable them to understand what children prefer to see in an animated film, what children require in the accessories they choose and what influences them. This research will be useful for researchers who would like to conduct a study on animated films and their effects on children and researchers who might want to find the relationship between a child's age, viewing habits and influence.

LIMITATIONS OF THE STUDY

The following are the limitations of this study:-

- The study is limited to school going children in Trivandrum, Kerala.
- The age group of the children among whom the study is done is limited from 7 years to 15 years.
- Another limitation of the study is that the focus is only on three animated films- "Shrek"; "Finding Nemo"; and "Ice Age".
- The population size of 240 children does not represent the entire effect.
- Time constraint- this is a six months research study only.

DOMAINS OF INFLUENCE

Research studies have identified the following domains of influence in which media content has been shown to have negative effects on children: violence and aggressive behavior, sexual content, use of cigarettes and alcohol, body image and self-esteem, and physical health and school performance.

- Violence and aggressive behaviour:

The question of violence in the media and its influence on children is probably the most widely researched domain of media influence. Studies over a span of three decades, beginning in the early 1970's , have shown that significant exposure to media violence increases the risk of aggressive behavior in certain children and adolescents. Other effects on children include desensitization to other's pain and suffering and the tendency to be fearful of the world around them, viewing it as a dangerous place. Research has also shown that news reports of violent crimes can traumatize young children. Children learn their attitudes about violence at a very young age and these attitudes tend to last. Although, media violence has been studied the most, researches are finding that violence in other media impacts children and teens in many of the same harmful ways. From media violence children learn to behave aggressively towards others. They are taught to use violence instead of self control to take care of problems or conflicts. Violence in the 'media world' may make children more accepting of real world violence and less caring towards others. Children who see a lot of violence from movie, TV shows, or video games may become more fearful and look at the real world as a mean and scary place. Although the effects of media on children might not be apparent right away, children are being negatively affected. Sometimes children may not act out violently until their teen or young-adult years.

- Sexual content :

Increased attention has been given to the second domain, sexual content in the media. The sexualization of American media has become the focus of widespread discussion and criticism by children's advocates. According to studies commissioned by the Kaiser Family Foundation collectively labelled "Sex, Kids, and the Family Hour," there was a 400 percent increase from 1976 to 1996 in sexual references during the evening television viewing time period commonly referred to as "family hour". It was determined that by 1996 children were exposed to about eight sexual references per hour during this time slot. In Media, Children, and the Family, Jennings Bryant and Steven Rockwell reported the results of their studies that investigated the effects of exposure to sexual content on television. They found that such exposure affected adolescents' moral judgement. They qualified the results, however, by saving that parental discussion and clear expression of personal values mitigated the effects on adolescents.

- Body image and self-esteem:

The third domain, body image and self-esteem, is widely affected by advertising in the media. Researchers have suggested that media may influence the development of self-esteem in adolescents through messages about body image. Television, movies, magazines, and advertisement present images that promote unrealistic expectations of beauty, body weight, and acceptable physical appearance. Efforts to sell an image that adheres to certain standards of body weight and size may be a catalyst for eating disorders suffered by some adolescents. And, when adolescents fall short of their own expectations based on media images, self-esteem can suffer. Media theorists and researchers have determined that the effects of this trend are being seen in both boys and girls, with negative psychological effects. Advertisement of appealing, but often financially unaffordable clothing and promotion of negative gender stereotypes are other areas of concern. Further research on the connections among media messages, body image, and self-esteem is warranted.

- Fatty foods and thin bodies:

Media heavily promotes unhealthy foods while at the same time telling people they need to lose weight and be thin. Heavy media use can also take time away from physical activity. Studies show that girls of all ages worry about their weight. Many of them are starting to diet at early ages. Media can promote an unrealistic image of how people look. Often, the thin and perfect-looking person on screen or in print is not even one whole person but, parts of several people! This "person" is created by using body doubles, air brushing and computer graphics techniques.

- Physical health and school performance:

The fourth domain involves the amount of time that children spend engaged with media activities. The average American child or adolescent spends more than twenty hours per week viewing television. Additional time is often spent watching movies, listening to music, watching music videos, playing video or computer games, or spending computer time on the Internet. This increase in time spent by children using media for recreation has been shown to be a significant factor in childhood obesity due to associated physical inactivity. School achievement may also be affected as a result of decreased time spent on homework or school assignments. And parents often unintentionally contribute to this negative influence by using the television as a way to occupy their children's attention as a babysitter of sorts. Educators have expressed concerns that the passive nature of media exposure undermines the ability of students to be active learners. Conversely, there have been concerns that over stimulation due to excessive media use might be related to attention deficit disorder or hyperactivity. There has been no research to date that indicates a clear relationship.

- Use of cigarettes and alcohol:

Messages about tobacco and alcohol are everywhere in media. Kids see characters on screen smoking and drinking. They see signs for tobacco and alcohol products at concerts and sporting events. Advertising and movies send kids the message that smoking and drinking make a person sexy or cool and that 'everyone does it'. Advertising also says teens to smoke and drink. Teens who see a lot of ads for beer, wine, liquor and cigarettes admit that it influences them

to want to drink and smoke. It is not by chance that the three most advertised cigarettes brands are also the most popular ones smoked by teens. Advertisers of tobacco and alcohol purposely leave out the negative information about their products. As a result, young children often do not know what the health risks are when they use these products. For example, a magazine might do a story about the common cause of cancer but not mention smoking as top cause. The magazine publisher takes money to publish tobacco ads or even owns another company that make cigarettes. Increasingly, tobacco, alcohol, and illicit drugs have been glamorized in the media. Tobacco manufacturers spend $6 billion per year and alcohol manufacturers $2 billion per year in advertising that appeals to children. Movies and television programs often show the lead character or likeable characters using and enjoying tobacco and alcohol products. On the other hand, media also provide factual information and venues for discussion, typically through public service announcements or through public programming, informing children and warning them of the dangers of addictions to these substances. These educational messages, however, are on a much smaller scale and are much less appealing in their presentation.

ANIMATED FILMS CONVEY MESSAGES TO CHILDREN

A lot of new animated films for children give wide ranging insight into how they see the world around them. As part of an extensive project run by Zoom Children's Museum in Vienna and Austria children were offered the opportunity to make their own animated films.

The children took part in a number of workshops and now the completed films are being interpreted as part of an Austrian Science Fund initiative. Initial results indicated that the younger generation is in two minds about technological progress and is extremely worried about our impact on the environment. However, where technical progress was regarded as both the root cause of, and solution to problems, fear and worry were dominant feelings where man's impact on the environment and the labour market were concerned.

DECODING THE MESSAGE

The information contained in the children's films were not always immediately identifiable but had to be 'decoded', as principle investigator Dr.Alexander Pollak explained " technological progress, for example, is often depicted in these films in the form of spaceships and linked to the USA.

In a project, a total of over workshops were observed and 200 animated films were subjected to detailed analysis. Workshop participants included primarily young school grammar pupils, but pupils from main stream secondary schools were also involved, all of whom worked in small groups to create their films. A specially equipped film lab and a specially developed computer animation program were made available to them. The project '2D movies as the media of world views of children' explored the world through the eyes of children aged 8-14 years.

Movie viewing may replace activities that help with school performance, such as reading, doing homework, pursuing hobbies and getting enough sleep. One research study found that movies' effects on education were long term. The study found that watching movies as a child affected educational achievement at the age of 6. Watching more movies in childhood increased chances of dropping out of school and decreased chances of getting a college degree, even after controlling for confounding factors.

ANIMATED FILMS SELECTED FOR THIS STUDY

The following three films have been selected to conduct the study:

1. Finding Nemo
2. Shrek
3. Ice Age

PLOTS OF THE MOVIES SELECTED

1. FINDING NEMO

Finding Nemo is a 2003 CGI (computer generated images) animated film. It was written by Andrew Stanton, directed by Stanton and Lee Unkrich and produced by Walt Disney Pictures and Pixar Animation Studios. It tells the story of the overly protective clownfish Marlin(Albert Brooks), who along with a regal tang called Dory(Ellen DeGeneres), searches for his son Nemo (Alexander Gould). Along the way he learns to take risks and that his son is capable of taking care of himself.

The film received overwhelmingly positive reviews and won the Academy Award for Best Animated Feature. It was a financial blockbuster as it grossed over $864 million worldwide. It is the best-selling DVD of all time, with over 40million copies sold as of 2006 and is the highest grossing G-rated movie of all time. In 2008, the American Film Institute named it the tenth greatest animated film ever made during their 10 Top 10.

2. SHREK

Shrek is a 2001 computer – animated American comedy film, directed by Andrew Adamson and Vicky Jenson, and starring the voices of Mike Myers, Eddie Murphy, Cameron Diaz, and John Lithgow. Based on William Steig's 1990 fairy tale picture book *Shrek!*, the film was produced by Dream Works Animation. Shrek was the first film to win an Academy Award for Best Animated Feature, a category introduced in 2001. It was released on DVD and VHS on September 4, 2001.

The film stars Mike Myers as a large, strong, solitude-loving, intimidating ogre named Shrek, from the German word " Schreck" meaning "terror" or Yiddish word meaning "fear". Shrek also features Cameron Diaz as the beautiful but very down-to-earth and feisty Princess Fiona, Eddie Murphy as a talkative donkey named Donkey, and Lithgow as the villainous Lord Farquaad.

3. ICE AGE

Ice Age is a feature-length computer-animated film created by Blue Sky Studios and released by 20th Century Fox in 2002. It was directed by Carlos Saldanha and Chris Wedge from a story by Michael J. Wilson. Its sequels are called Ice Age. The Meltdown (2006) and Ice Age: Dawn of the Dinosaurs (2009). The film was originally to be directed by Don Bluth and Gary Goldman, and produced in 2D by Fox Animation Studios, but the rise of CGI animation and the failure of Titan A.E. destroyed Fox's traditional animation division, hence Bluth and Goldman transferred their duties for Chris Wedge and Carlos Saldanha from Fox's CGI division Blue Sky.

It is an excellent computer-generated animated feature that makes a case for one of the finest films of 2002. It is the frozen era and prehistoric animals try to find their way to land that is warmer and drier. An early group of human hunters become the hunted themselves as a group of sabertooth tigers begin to plot revenge. As an attack occurs, a small infant child is taken out of harm's way. Enter a kind wooly mammoth (voiced by the priceless Ray Romano) and a silly sloth (voiced by John Leguizamo) that find the young child and decide to return it to the humans. It appears that a sabertooth tiger (Denis Leary) is helping the duo, but his motives are devious as he is trying to lead them all into a trap of other sabertooth tigers. The film is another great animated piece of film-making that has important messages for the youngsters and is also highly entertaining for all audiences.

The film begins with a squirrel known as Scrat, who is trying to find a location to store his prized acorn. Eventually, as he tries to hide it, he causes an avalanche. He barely escapes, but finds himself stepped on by a herd of prehistoric animals. The animals are trying to avoid the ice age by migrating south. Sid, a clumsy ground sloth left behind by his family, is attacked by two Brontops whom he angered. Sid is soon saved by Manfred ("Manny"), an agitated mammoth who fights them off. Not wanting to be alone and unprotected, Sid follows Manny.

RESEARCH METHODOLOGY

RESEARCH PROBLEM

This is a basic study of the impact of animated movies on children aged between 7 to 15 years. The purpose of this study also aims to find out how and what changes animated movies brings about in children. Impact can be defined as "a strong effect or influence on someone or something". Animated films can be defined as "films in which individual drawings, paintings and illustrations are photographed frame by frame". Child is a person between birth and puberty, one who is immature. A child is one who is easily affected by what he/she hears, sees or feels.

The research problem can thus be defined as, "a study on the impact of animated movies on children". The research has made an attempt to study the changes in the attitudes and behaviour in children due to the influence of the animated films they view.

AREA OF RESEARCH

The research was carried out in Trivandrum, Kerala. It includes a population of 240 school going children (120 boys and 120 girls) between the ages of 7-15 years.

RESEARCH DESIGN

The research adopted to conduct the project on the impact of animated movies on children is descriptive as well as experimental. The experimental research is mainly focused on finding out the cause and the effect relationship of the phenomenon under study. Actually when the observation is arranged and controlled, it becomes and experimental study. The descriptive research is concerned with a focus on the portrayal of characteristics of an individual or group or a situation. The main objective of such studies is to acquire knowledge.

DATA COLLECTION

Sources of information were collected through primary data and secondary data. Primary data are those which are collected for the first time and are thus original in character. Primary data relating to this study was collected through 'Questionnaires'. The tool used for primary data collection, i.e. questionnaire, consists of multiple choice questions and close ended questions. A set of questionnaires based on the study were distributed to the respondents and they were asked to fill them up either by themselves or with the support of their parents.

Secondary data are those which already have been collected by someone else and are processed by the various statistical methods. Secondary data relating to the study were collected from various sources like books, trade journals, magazines, newspapers and websites.

SAMPLING PROCEDURE

The sampling technique used in this study is Probability Sampling. It refers to the selection of a group of respondents who have a sure or certain chance of representing the population.

TOOLS OF ANALYSIS

The data collected from the children are analyzed using the following statistical methods and techniques:

a. Chi-Square Test
b. Graphical Method

ANALYSIS AND INTERPRETATION OF DATA

CHANGE IN ATTITUDE

CHI-SQUARE TEST 1

a)Objective - To find out the significant relationship between age and change in attitude or behavior.

Null Hypothesis (Ho)- There is no significant relationship between age and change in attitude or behavior.

Alternative Hypothesis (H_1)- There is significant relationship between age and change in attitude or behavior.

AGE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
7-9	40	20	10	10	80
10-12	30	30	10	10	80
13-15	20	30	20	10	80
TOTAL	90	80	40	30	240

NOTE: - The table value is taken at 5% significance level.

Calculated value	6.355
Table value	12.59

Inference: - Since the calculated value is less than the table value, Ho is accepted. There is no significant relationship between age and change in attitude or behavior.

CHI-SQUARE TEST 2

b)Objective – To find out the significant relationship between gender and change in attitude or behavior.

Null Hypothesis (Ho)- There is no significant relationship between gender and change in attitude or behavior.

Alternative Hypothesis (H_1) – There is significant relationship between gender and change in attitude or behavior.

GENDER	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
MALE	60	30	20	10	120
FEMALE	40	20	30	30	120
TOTAL	100	50	50	40	240

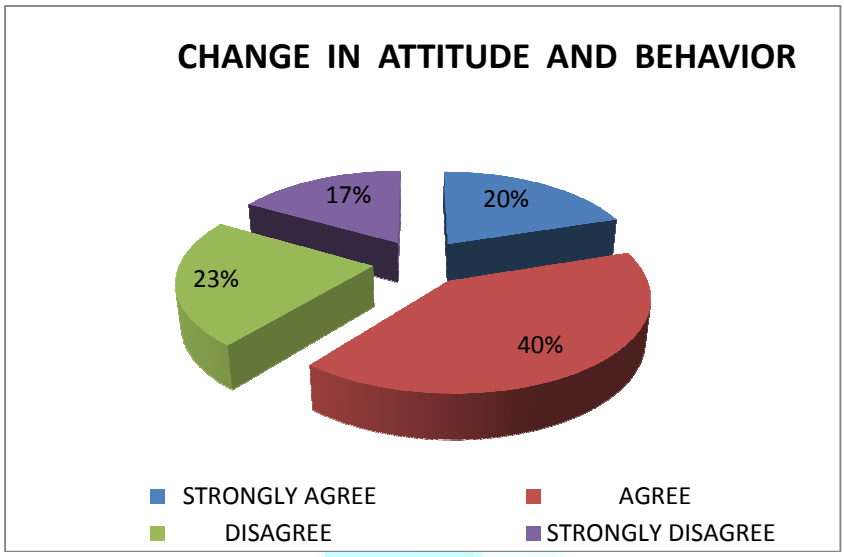
NOTE:- The table value is taken at 5% significance level.

Calculated Value	9.083
Table Value	7.82

Inference: - Since the calculated value is greater than the table value, H_1 is accepted. There is significant relationship between gender and change in attitude or behavior.

The behavior that the consumers display in searching for purchasing, using, evaluating and disposing off products and services that they expect will satisfy their needs. Attitude is a person's enduring favorable or unfavorable evaluation, emotional feeling and action tendencies towards some object or idea. It is a way of thinking or outlook while behavior is the performance or conduct.

CHANGE IN ATTITUDE AND BEHAVIOUR	
RESPONSES	**NO. OF RESPONSES**
STRONGLY AGREE	48
AGREE	98
DISAGREE	54
STRONGLY DISAGREE	40
TOTAL	240



Inference: 40% of the children agreed that there was a change in the behavior and attitude as a result of viewing animated movies. 23% disagree and 17% strongly disagree on the above statement. 20% of the population strongly agrees that there has been noticeable change in the attitude and behavior of the children.

INFLUENCE AND IMITATION OF VIOLENCE

CHI- SQUARE TEST 3

a). Objective - To find out the significant relationship between age and influence and imitation of violence.

Null Hypothesis (Ho) - There is no significant relationship between age and influence and imitation of violence.

Alternative Hypothesis (H_1)- There is significant relationship between age and influence and imitation of violence.

AGE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
7-9	50	10	10	10	80
10-12	40	20	10	10	80
13-15	30	30	10	10	80
TOTAL	120	60	30	30	240

NOTE:- The table value is taken at 5% significance level.

Calculated Value	**7.5**
Table Value	**12.59**

Inference: - Since the calculated value is less than the table value, Ho is accepted. There is no significant relationship between age and influence and imitation of violence.

CHI- SQUARE TEST 4

b) Objective – To find out the significant relationship between gender and influence and imitation of violence.

Null Hypothesis (Ho)- There is no significant relationship between gender and influence and limitation of violence.

Alternative Hypothesis (H_1) – There is significant relationship between gender and influence and imitation of violence.

GENDER	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
MALE	60	40	10	10	120
FEMALE	20	20	60	20	120
TOTAL	80	60	70	30	240

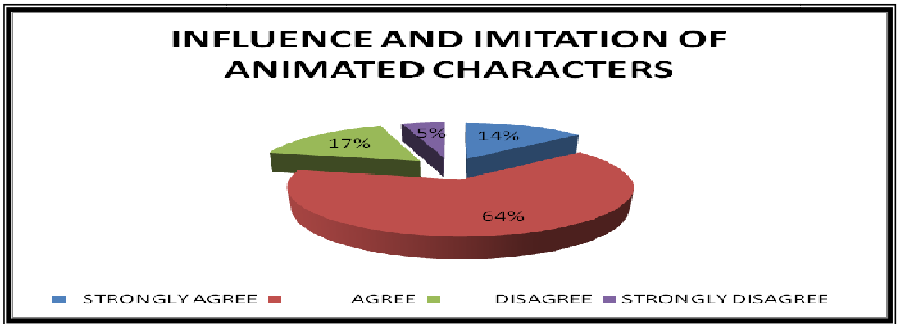
NOTE: - The table value is taken at 5% significance level.

Calculated Value	32.58
Table Value	7.82

Inference: - Since the calculated value is greater than the table value, H1 is accepted. There is significant relationship between gender and influence and imitation of violence.

Influence and imitation of the characters children view on screen can lead to serious defects and problems in their character development. They can end up in idolizing the wrong characters or the right characters in the wrong way. Many children imitate the characters and become victims of the violent stunts.

INFLUENCE AND IMITATION OF ANIMATED CHARACTERS	
RESPONSES	**NO.OF RESPONSES**
STRONGLY AGREE	34
AGREE	144
DISAGREE	40
STRONGLY DISAGREE	12
TOTAL	240

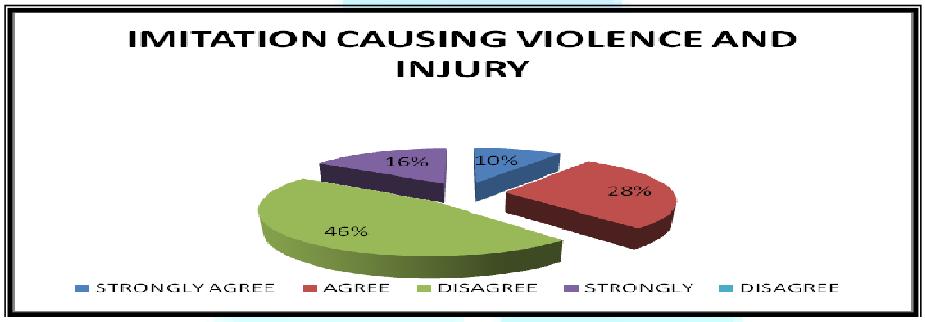


Inference: Though 5% of the kids strongly disagree that they don't try to imitate the animated characters they watch on screen, it is to be noticed that 64% of the population do agree and 14% strongly agree that they are influenced and try to imitate the animated characters. 17% of the children also disagree to the statement raised.

IMITATION OF ANIMATED CHARACTERS LEADING TO VIOLENCE AND INJURY

At times children try to imitate the stunt sequences portrayed in the animated movies and try to imitate them for fun. But most often they end up in hurting themselves and others unknowingly. This can lead to serious injuries and rivalry between friends.

IMITATION CAUSING VIOLENCE AND INJURY	
RESPONSES	**NO.OF RESPONSES**
STRONGLY AGREE	24
AGREE	68
DISAGREE	110
STRONGLY DISAGREE	38
TOTAL	240



Inference: Though 46% and 16% of the respondents have disagreed with the violent acts and injuring others, 10% and 28% of the kids do agree they have caused injury due to imitating the animated characters.

INSISTENCE ON BUYING ACCESSORIES THAT CARRY AN IMPRESSION OF THE ANIMATED CHARACTERS

CHI- SQUARE TEST 5

a). Objective- To find out the significant relationship between age and insistence/ influence on buying accessories that carry an impression of the animated characters.

Null Hypothesis(Ho) - There is no significant relationship between age and insistence/ influence on buying accessories that carry an impression of the animated characters.

Alternative Hypothesis (H_1) - There is significant relationship between age and insistence/ influence on buying accessories that carry an impression of the animated characters.

AGE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
7-9	20	40	10	10	80
10-12	24	36	10	10	80
13-15	16	44	10	10	80
TOTAL	60	120	30	30	240

NOTE:- The table value is taken at 5% significance level.

Calculated Value	1.2
Table Value	12.59

Inference: - Since the calculated value is less than the table value, Ho is accepted. There is no significant relationship between age and insistence/ influence on buying accessories that carry an impression of the animated character.

CHI- SQUARE TEST 6

b) Objective - To find out the significant relationship between gender and insistence/ influence on buying accessories that carry an impression of the animated characters.

Null Hypothesis (Ho) - There is no significant relationship between gender and insistence/ influence on buying accessories that carry an impression of the animated characters.

Alternative Hypothesis (H_1) - There is significant relationship between gender and insistence/ influence on buying accessories that carry an impression of the animated characters.

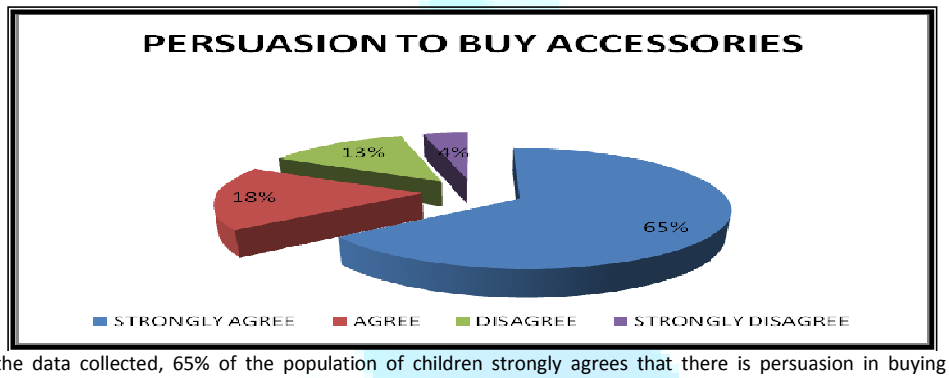
GENDER	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
MALE	40	50	20	10	120
FEMALE	36	44	20	20	**120**
TOTAL	**76**	**94**	**40**	30	**240**

NOTE:- The table value is taken at 5% significance level.pp

Calculated Value	1.948
Table Value	7.82

Inference: - Since the calculated value is lesser than the table value, Ho is accepted. There is no significant relationship between gender and insistence/ influence on buying accessories that carry an impression of the animated characters.
Due to the influence and impression created by animated characters and movies on children, differences in the purchase patterns have observed. They insist on buying accessories like lunch boxes, water bottles, pencil pouches, school bags and notebooks etc. which carry an impression of their favorite cartoon character. Children also try to 'show –off' these goods and create a favorable impression with their peer groups.

PERSUASION TO BUY ACCESSORIES	
RESPONSES	**NO.OF RESPONSES**
STRONGLY AGREE	156
AGREE	42
DISAGREE	32
STRONGLY DISAGREE	10
TOTAL	240



Inference: According to the data collected, 65% of the population of children strongly agrees that there is persuasion in buying accessories. 18% of the population also agrees on this behavior. Only a total of 17% disagree on the statement of purchase pattern.

ABILITY TO RECOLLECT THE ANIMATED CHARACTERS

CHI- SQUARE TEST 7

a) Objective – To find out the significant relationship between age and ability to recollect the animated characters viewed by children.
Null Hypothesis (Ho) - There is no significant relationship between age and ability to recollect the animated characters viewed by children.
Alternative Hypothesis (H_1) - There is significant relationship between age and ability to recollect the animated characters viewed by children.

AGE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
7-9	16	12	24	20	80
10-12	24	30	12	10	80
13-15	34	38	10	10	80
TOTAL	74	80	46	40	240

NOTE:- The table value is taken at 5% significance level.

Calculated Value	16.315
Table Value	12.59

Inference:- Since the calculated value is greater than the table value, H1 is accepted. There is significant relationship between age and ability to recollect the animated characters viewed by children.

CHI-SQUARE TEST 8

b) Objective - To find out the significant relationship between gender and ability to recollect the animated characters viewed by children.
Null Hypothesis(Ho) - There is no significant relationship between gender ability to recollect the animated characters viewed by children.
Alternative Hypothesis (H_1)- There is significant relationship between gender ability to recollect the animated characters viewed by children.

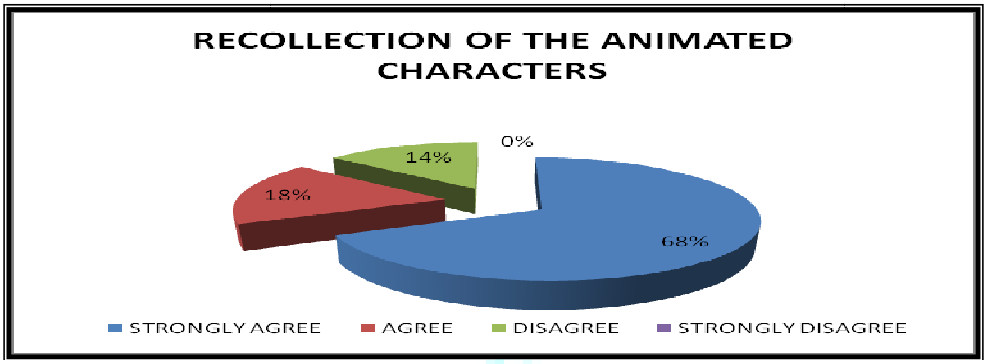
GENDER	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
MALE	40	50	20	10	120
FEMALE	36	44	20	20	120
TOTAL	76	94	40	30	240

NOTE:- The table value is taken at 5% significance level.

Calculated Value	1.948
Table Value	7.82

Inference: - Since the calculated value is lesser than the table value, Ho is accepted. There is no significant relationship between gender and ability to recollect the animated characters viewed by children.
The animated characters created are very memorable for the kids who view them. They tend to relate with these characters easily. Most of the children do not have any problem with recollecting the characters image and conversation. The colors and graphics used, give these animated characters a live effect.

RECOLLECTION OF ANIMATED CHARACTERS	
RESPONSES	**NO.OF RESPONSES**
STRONGLY AGREE	164
AGREE	42
DISAGREE	34
STRONGLY DISAGREE	0
TOTAL	240

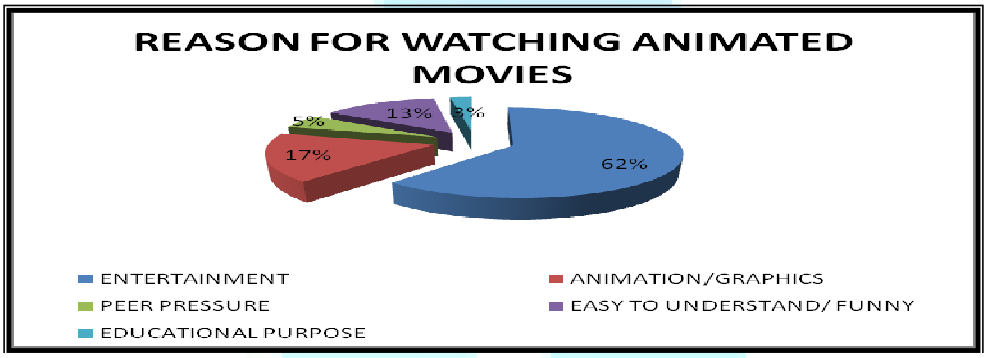


Inference: 68% of the population strongly agrees that they are able to recollect the animated characters they have viewed. 18% of the children have agreed on the statement raised. Only 14% disagreed that they couldn't recollect some of the characters onscreen.

VARIOUS REASONS FOR WATCHING ANIMATED MOVIES

There are various reasons given by the respondents for viewing animated movies. Most of the children watch animated films for the entertaining story, animation, graphics, peer pressure, music, characters presented etc. the responses given by children are given in the table below and summarized in the pie diagram.

REASON FOR WATCHING ANIMATED MOVIES	
RESPONSES	**NO.OF RESPONSES**
ENTERTAINMENT	148
ANIMATION/GRAPHICS	42
PEER PRESSURE	12
EASY TO UNDERSTAND/ FUNNY	32
EDUCATIONAL PURPOSE	6
TOTAL	240

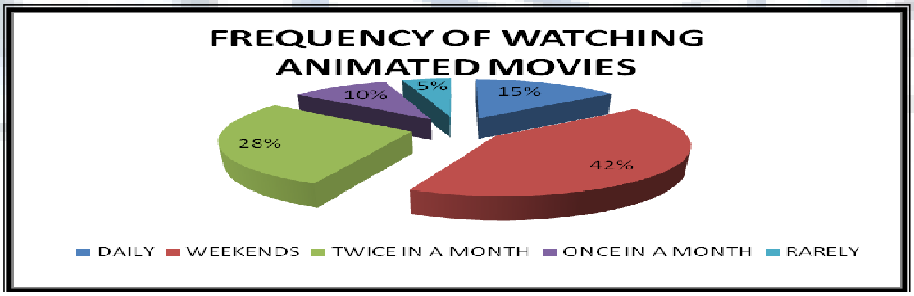


Inference: 62% of the children watch animated movies for the purpose entertainment. 17% of the kids are attracted to the animation and graphics used in an animation film and 13% watch because it is funny and easy to understand. Only 3% and 5% of the children said they view animated movies for educational purpose and due to peer pressure respectively.

FREQUENCY OF WATCHING ANIMATED MOVIES

Children were asked to report the frequency of watching the animated movies. The following two tables and graphs will provide a brief idea on the time spent by kids in viewing animated films and cartoons.

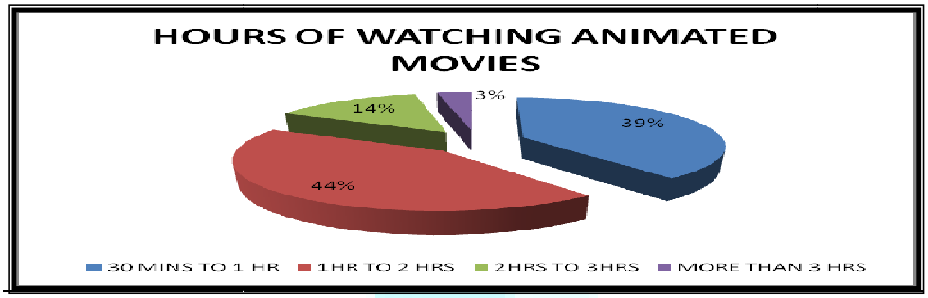
FREQUENCY OF WATCHING ANIMATED MOVIES	
RESPONSES	**NO.OF RESPONSES**
DAILY	86
WEEKENDS	100
TWICE IN A MONTH	68
ONCE IN A MONTH	24
RARELY	12
TOTAL	240



Inference: 42% of the children watch animated films during weekends. 28% of the children watch cartoons twice in a month, while only 5% of the kids watch animated movies rarely. 10% and 15% of the children watch animate movies once in a month and daily respectively.

HOURS OF WATCHING ANIMATED MOVIES

HOURS OF WATCHING ANIMATED MOVIES	
RESPONSES	NO.OF RESPONSES
30 MINS TO 1 HR	94
1HR TO 2 HRS	104
2HRS TO 3HRS	34
MORE THAN 3 HRS	8
TOTAL	240



Inference: 44% of the children view animated movies for 1 to 2 hours. 39% watch for 30 minutes to 1 hour, while just 3% and 14% view animated movies for 2 and more hours respectively.

CONCLUSION AND SUGGESTION

As the saying goes "All work and no play, makes Jack a dull boy". Children need leisure from their hectic day at school. Films are found to be favorite pastime with children. Animated films have become a craze with children. Animated films are being produced in India. From the data collected and analyzed, it is evident that animated films have an impact on most children. The impact of animated films can be categorized in 5 ways.

- Change in attitude and behaviour.
- Influence and Imitation of animated characters.
- Persuasion on buying accessories that carry an impression of animated characters.
- Ability to recollect characters.
- Imitation of violent stunt sequences and thus causing injury.

Almost all children watch films on weekends. Most children watch animated films for at least 1 to 2 hours. Some children are so taken by these films that they watch more than three hours of these films. They get enthralled and carried away by the magical world they see through animated films. They watch films because they like the animation and story in the films. Some watch because they may like the music in the film or the characters portrayed. They watch these films for entertainment and because they are interesting and also because certain animated films are easy to understand and funny.

All children universally like the following films- Finding Nemo, Ice Age and Shrek. Majority of the children like these films because of the entertainment factor. The children get very involved in the animated films and they all like to imitate certain character in the films like Nemo from Finding Nemo, Prince Charming in Shrek and Sid in Ice Age. Children watch these three films for story, animation, music and characters. Most children prefer Finding Nemo to other films because of the characters that are depicted in the film. The characters are etched in the mind of the children.

Children believe that the character of 'Manfred' from Ice Age', who is a brave and strong character who although initially runs from his responsibilities and is selfish, come back to save his friends in danger. Children also strongly agreed that the character of 'Shrek' from 'Shrek' was true leader of his toon town and was someone who delivered his friends and nieghbours from the reign of the cruel Prince Charming.

All these characters are etched in the mind of children; they sometimes believe these characters to be real and non-fictional characters. This could therefore make the children want to imitate the characters which sometimes could be good or bad. For example, children who want to imitate the mighty character of 'Diego' in Ice Age could end up trying to do stunts which would end up harming them. On the other hand, children who would want to imitate Nemo would try to be good like him. They would try to be a better team worker and realize how important it is to obey one's parent. This can bring about a change in their attitude, behavior and perception for the better.

Children would love to be popular and a hit with their peers. They sometimes do not realize that too much of imitating characters could bring about a change in their character development. Sometimes imitating fictional characters can prove to be both harmful and dangerous to children. It very often has an adverse effect on their behaviour, attitude and character. A classic example that can be mentioned here is the number of children who would like to smoke or perform a dangerous stunt sequence, just because their favorite characters do the same on screen.

Manufacturers study the impact, animated movies and characters have on children. They often take advantage of this phenomenon and introduce products into the market. Due to these marketing strategies that they implement, marketers are crafting children to be more brand conscious.

Another major consequence of the impact of viewing animated movies can be the persuasion and pressure these children have on parents. Kids often convince their parents into buying various accessories like lunch boxes, water bottles, school bags, pencil pouches, games, toys etc. that carry an imprint of their favorite animated characters. These products are most often expensive and luxurious. Children also exhibit and flaunt these products to gain popularity among peer groups. This will devastate other children who cannot afford to purchase such products and will thus cause an economic barrier between each other.

Thus, from the study it can be inferred that children are taken by the illusionary world that is portrayed in animated films. The film viewing attribute of children should be regulated by their parents. Children should be taught the genre of the films to be watched. Film makers and producers must also be careful while preparing the theme and scripts. Manufacturers should not take advantage and exploit such vulnerable situations.

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