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# YouTube and Its Role in Teaching Moral Values for Children from Selected Channel Murty Media

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## Abstract

“Today’s children are citizens of tomorrow” (Jawahar Lal Nehru). Children enjoy to listen, and read stories. While listening to them they try to visualise and imagine the characters, situation, etc. Moreover, they love to watch them. In this era of digitalization children are tend to watch stories from social media platforms mainly from YouTube. And giving moral education to children is very important, because they are the future of our nation and represents our country. In this era of busy hours, parents hardly find time to sit with their children and talk to them. So, children addicted to gadgets making social media as their friend and parents addicted to their laptops, mobile phones, whatnot.

Way back people used to live together as a joint family, and if father and mother do not have time for their children their grandparents used to teach them moral values through telling stories. But today situation has changed we hardly find a joint family. People are more comfortable with nuclear families and children became alone in the busy hours of their parents.

Here social media plays an important role as a teacher by teaching moral values to children. When it comes to YouTube, children can find lots of content to learn by watching stories in it. In this paper we are going to study how social media plays an important role in teaching moral values for children from the selected channel of Murty Media, story time with Sudha Murty, which presents an animated series of “Grandma’s bag of stories” a children book which is a collection of 21 short stories written by Sudha Murty for children to learn, enjoy and educate through those animated videos.

Sudha Murty is a renowned author, Indian educator, philanthropist, teacher, and co-founder & chairperson of Infosys. She was awarded with the Padma Shri in 2006 and the Padma Bhushan in 2023. She was nominated as Member of Parliament, Rajya Sabha in 2024. She has written five fiction, seven non-fiction, and thirteen children’s books.

## Keywords

Era of digitalization; Moral values (education); Represents nation; Social media; Learning through animated videos (series)

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## Introduction

As a human being of a civilized society, we people have constructed a set of principles and rules to build our

character, thinking and reacting to a situation, choosing a right path, etc. are called moral values.

Moral values are very important to shape our lives, to become strong, to face any situation, to help others, to develop humanity and humility, and to serve the nation directly or indirectly by our views. To make coming generations to learn moral values is our responsibility and technology through social media platforms playing a vital role by teaching moral values through some children channels. It is our responsibility to select the content wisely for children to watch.

Kalpan and Haenlein [1] defined social media as “a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content”.

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As generations passed technology has been developed and parents became too busy in their daily workloads and people are prioritising nuclear families. If we notice today's generation uses social media platforms a lot – they read, watch, blog, create content, chat, share their views, educate, entertain, etc.

This paper will be focused on the usage of social media platforms by children and how children's stories in YouTube helps them to learn moral values to some extent by taking 'Murty Media' a YouTube channel of Sudha Murty [2].

Murty Media [2] is an animated series of a children novels named "The Magic Drum" [3], "Grandma's Bag of Stories" [4], and "Grandparent's Bag of Stories" [5] which were written by Sudha Murty.

## Literature Review

According to Burroughs [6], YouTube Kids app was developed to capture the attention of children and to earn good amount of money. The study investigates the relationship that is growing between young children and industries of media platforms. It also focused on the technological parenting practices.

According to Bright [7], the nursery rhymes which have been animated and presented in Chu Chu TV has an impact on children which contains moral values and multimodality. The study has selected some rhymes which are helpful for children to learn moral values and multimodality in them.

According to Neumann and Herodotou [8], YouTube has become a global phenomenon by rising its popularity among the people. However, they note that the platform has both pros and cons. The authors provided recommendations and practical strategies to use the YouTube for parents and teachers to support children.

## Theories of Children Psychology

The psychology of children learning moral values through "YouTube Kids stories" builds on foundational theories of moral development, but adapts these to the digital landscape where visual storytelling, repetition, and engagement with relatable characters play a key role. YouTube Kids, with its curated content aimed at younger audiences, often provides animated stories, parables, and interactive content designed to promote moral education in an accessible way. Here's how these children's stories contribute to their moral development:

### Social learning and imitation (Bandura's social learning theory)

YouTube Kids stories often rely on "modelling and imitation", where children observe characters in the stories and internalize the behaviours they see.

**Positive role models:** The characters in these stories often embody traits like kindness, fairness, and honesty, modelling prosocial behaviours for children to imitate.

**Vicarious learning:** Children learn not only from the actions of the characters but also from the consequences those characters face. For instance, if a character helps a friend and receives praise, children associate this behaviour with positive outcomes.

The repetition of moral messages in these stories, combined with visual and emotional engagement, enhances learning. Watching a favourite character repeatedly behave in morally upright ways reinforces the value of such behaviours.

### Empathy development and emotional learning

Stories on YouTube Kids often focus on emotions, which are crucial for the development of empathy and emotional intelligence.

**Identifying with characters:** Children often identify with the main characters, which helps them understand and relate to their emotions. When a character feels sad, lonely, or happy, children begin to recognize these emotions in themselves and others.

**Moral lessons through emotions:** Many stories involve characters resolving conflicts or making choices based on empathy, showing children how to care for others. For instance, a story where a character helps someone in need encourages children to feel empathy and behave similarly in real life.

The visual and narrative aspects of these stories make moral lessons more relatable and easier for children to absorb, especially when they see how characters' emotions guide their actions.

### Cognitive development and moral reasoning (Piaget and Kohlberg)

YouTube Kids stories help children navigate the stages of moral reasoning, as proposed by 'Jean Piaget' and 'Lawrence Kohlberg'. Through these stories, children begin to develop a more nuanced understanding of right and wrong.

**Simple moral rules:** Many stories are designed for younger children and focus on straightforward moral rules such as "sharing is good" or "lying is bad." This reflects 'Piaget's heteronomous morality', where children see rules as fixed and absolute.

**Advanced reasoning:** As children grow older, more complex narratives can introduce moral dilemmas, helping them understand that moral judgments can depend on context, intent, and fairness. For example, a story might involve a character who faces a choice between telling the truth and hurting a friend's feelings, helping children move toward more advanced stages of moral reasoning.

This progression helps children develop from understanding simple, black-and-white rules to more sophisticated ethical thinking.

### Moral identity and self-concept

YouTube Kids stories often depict characters making ethical choices, helping children form their own 'moral identity'.

**Identification with moral actions:** As children repeatedly watch characters who make moral decisions, they begin to integrate those values into their self-concept. For instance, if a character consistently helps others, children may start to see themselves as someone who should help others too.

**Learning through fantasy play:** Engaging stories often encourage children to act out or imitate moral scenarios in their own imaginative play. This strengthens the link between their identity and the moral values they learn.

As children internalize these stories, they begin to see themselves as moral beings, guided by the values they learn from these narratives.

### Reinforcement and consequences

Many YouTube Kids stories are structured around the idea of ‘reinforcement’, where good behaviour leads to positive outcomes and bad behaviour leads to negative consequences. This mirrors ‘operant conditioning’:

**Rewarding moral behaviour:** Stories often end with characters receiving praise, success, or happiness for doing the right thing, reinforcing the idea that moral behaviour is rewarding.

**Punishment for bad behaviour:** Characters who engage in dishonest or selfish actions might face consequences, such as losing friends or feeling guilty. These outcomes help children associate bad behaviour with undesirable results.

This structure helps children understand the importance of moral behaviour in a concrete, cause-and-effect manner.

### Narrative structure and repetition

The narrative structure of YouTube Kids stories plays an essential role in helping children internalize moral values. Stories often follow a familiar pattern of conflict, moral dilemma, and resolution.

**Repetition and patterns:** Children thrive on repetition, and YouTube Kids stories often repeat core moral messages in multiple formats (e.g., different stories about sharing or kindness). This helps children internalize the lessons through repeated exposure.

**Moral dilemmas and resolutions:** Many stories involve characters facing moral choices, allowing children to see different approaches to problem-solving. For example, a story may show a character learning from a mistake, modelling that making amends is part of moral growth.

The clear moral arc of these stories — from conflict to resolution — helps children understand the process of ethical decision-making.

### Role of parents in mediating content

Although YouTube Kids is designed to be a safer space, parental involvement remains crucial in helping children understand the moral lessons conveyed through the stories.

**Co-viewing and discussion:** Parents can watch stories with their children and discuss the moral lessons afterward, reinforcing the values shown in the video. By asking

questions like “Why do you think that character helped their friend?” or “How would you feel if someone shared with you?” parents help deepen moral reflection.

**Guiding content choices:** Parents can also choose specific stories or channels that align with the values they want their children to learn. This helps ensure that children are exposed to consistent, positive moral messages.

### Influence of cultural diversity

YouTube Kids offers content from diverse cultures, exposing children to various cultural norms and values. This exposure can broaden their understanding of morality by:

**Seeing different moral perspectives:** Children can learn that different cultures may have different ways of expressing values like respect, kindness, or fairness. This can foster open-mindedness and tolerance, key components of moral development.

**Global moral lessons:** While cultural contexts may differ, many YouTube Kids stories teach universal moral values, such as the importance of honesty, generosity, and empathy.

This cultural exposure helps children understand that while moral values may take different forms, certain ethical principles are shared across humanity.

### Summary of Selected Stories of Story Time with Sudha Amma @Murty-Media



Murty Media is a children YouTube channel which adopted the stories written by Sudha Murty and made animation of it. The stories which have been used in this channel are namely-

1. The Magic Drum [3]
2. Grandma's Bag of Stories [4]
3. Grandparent's Bag of Stories [5]

Which were published by Penguin Random Housing India.

There are forty-six episodes in total, still the stories are uploading. In this paper we are going to talk about five stories (episodes: 1, 11, and 21) from the “Story time with Sudha Amma @Murty-Media”. Murty Media has 1.07 M subscribers as per 18<sup>th</sup> of May 2024. The subscribers may increase as time flies.

### Story 1/ Ep 1: The Very Expensive Coconut: (Adopted from “The Magic Drum”)

As the episode opens, we see Sudha Amma watering plants in her garden, while she was watering her plants, we hear a male voice saying, “Amma...come quickly Amma”. Hearing the voice, she runs to see what happened. A woman named Chitra was suffering from stomach ache and her husband calls Sudha Amma for treatment.

Sudha Amma prepares a homemade remedy for the cure. While preparing homemade remedy, she was surprised to see rotten vegetables on the kitchen platform and asks him about it. Then Chitra’s husband answers reluctantly “they are not rotten Amma, they are just cheaper”. Then Amma says, “I do not know how cheap they are, but I can definitely smell stinkiness in this.

In order to save money, you have begun thinking like Udanka, I am really scared you might face the same fate as he did”. Then Chitra asks Sudha Amma taking the sip of homemade medicine, who is Udanka? And what fate Amma?” by listening their conversation children understand that Sudha Amma is about to say a story and gathers around her. The story begins...

In Vijayanagaram, there used to live a person called Udanka, who was known for his stinginess. He always used to wear sandals in his hands out of his miserly attitude. After attending a lavish wedding, he arrived home praising the food he ate over there, especially the coconut laddoos.

His wife overheard him and asked for coconut laddoos. Knowing the stingy and miserly attitude of her husband, she said, “I cannot wait till another party, so please bring a coconut; I will prepare coconut laddoos myself.”

Udanka left for the market to bring a coconut and asked the price of a coconut. The vendor replied by saying, “Five coins for each coconut.” Hearing the price, Udanka was shocked and asked the vendor to reduce it. The vendor said, “If you want to save money, go for ten miles in this direction; you can get a coconut for three coins each.”

As he reached the destination, his greed to save money increased. There, the vendor said, “If you want these coconuts for two coins instead of three, walk for ten miles in this direction.” Listening to him, Udanka started his journey and reached the next destination.

There, a man suggested that he walk another ten miles, and he could get coconuts for free. Listening to this wonderful news, he reached the destination, where he saw coconut trees. His imagination was no one’s match. He started to climb a coconut tree to cut down all the coconuts. While doing so, he accidentally slipped and hung onto the coconut leaves.

While shouting for help, he saw a man who was passing by on an elephant. Udanka called out for help. The man asked for a hundred coins to help Udanka. After a little argument, Udanka agreed to give a hundred coins to save himself. While the man was helping Udanka, he accidentally hung onto one of Udanka’s legs.

Now both of them were shouting for help. After some time, another man was passing by on a horse. Both Udanka and the man shouted for help. The man on the horse demanded a thousand coins to help them. After some argument, Udanka agreed to give a thousand coins.

When the man on the horse tried to help both Udanka and the other man, he also accidentally hung onto one of the legs of the man who was hanging onto Udanka. All three of them fell down from the tree, and a doctor arrived and treated them. Udanka paid a thousand coins, took one coconut, and went back home. He gave the coconut to his wife. His wife asked, “How much did this coconut cost?” Udanka replied, “One thousand coins.”

The story ends there, and Sudha Amma, who is narrating the story, asks her audience what they understood from it.

Chitra asks her husband what he had understood from the story. He says, “Had I not been stingy in the first place and bought fresh vegetables from the market, then Chitra would never have fallen sick, and I would not have had trouble in the first place.”

Everyone laughs. Chitra’s husband runs to buy fresh vegetables.

**Theme:** Miser and Stinginess costs us big.

**Moral:** Do not be miser and stingy in order to save money when it comes to health, buy fresh food, fruits and vegetables. Spend money if you feel it is reasonable.

### Story 2/ Ep 11: Who Was the Happiest of Them All: (Adopted from “Grandma’s Bag of Stories”)

As the episode opens, we see children were angry with Sudha Amma to cool down them she starts saying a story. Children keep their anger a side and gather around her and the story begins...

One day, King Vidhyadhar of Vijayanagar and his minister, Saranga, set out in disguise for a walk around Vijayanagar. Minister Saranga feared that someone might recognize them. The King said to his minister to stop worrying and look around him — to see how happy everyone was.

Saranga looked around him, and the King said that his heart filled with happiness whenever he saw the people of his kingdom joyful and content. The King then said to his minister, “Look, Saranga, you will not find a single person who is not happy.”

Saranga replied, “Pardon, Your Majesty, but what we see all the time is not always the truth.” The King wondered at his reply and asked, “What do you mean?” Saranga said, “A satisfied person is a happy person, and we need to investigate how many people are truly satisfied in reality.” The minister then hatched a plan with the permission of the King.

The next day, the King called the people of his kingdom to the royal court and asked them whether they were all genuinely happy and whether all their needs had been fulfilled in his kingdom. “Is there anyone who is not happy?”

he asked. Everyone replied that they were happy and that every need of theirs had been fulfilled in the King's prosperous kingdom.

Then the King gestured to his minister to proceed with his plan. Saranga said to the people gathered in the court, "Our King has arranged a sightseeing visit to his royal garden for his people. You may pick up whatever you want while wandering around the King's personal garden, and our King will wait near the exit to meet you all."

Listening to this, everyone felt happy and followed Saranga to the King's personal garden. The garden had a variety of fruit trees, and everyone was astonished to see the different kinds of fruits, fountains, and flower plants. People began to pick what they wanted.

As they explored further, they saw golden fruits and flowers studded with diamonds. They began collecting them eagerly, but the bags given to them were of medium size and were already filled with mangoes, apples, and flowers. To collect the golden fruits and diamond flowers, they threw away the ordinary fruits and emptied their bags to fill them with the precious ones.

After filling their bags with golden fruits and diamond flowers, they reached a small waterfall near the garden's exit. To meet the King, they had to cross the waterfall. The people began to worry about how to cross it. While they were still thinking, a man tried to cross but was swept away by the strong current. To save himself, he threw away his bag and managed to reach the other side safely.

Now everyone grew fearful — if they tried to cross with their bags, they might drown, but if they left their bags, they would lose their gold and diamonds. Suddenly, one man among them left his bag behind and crossed the stream safely. The others, with great grief, followed him, leaving their bags behind.

The King, filled with wonder, asked the man, "How can you be so happy even after losing the gold and diamonds you gathered?" The man replied with a satisfied smile, "Your Majesty, you allowed us to explore your personal garden — that itself is enough for me. I have enjoyed eating the delicious fruits of your garden. The bag I left behind was filled with fruits for my daughter."

The King was moved by his simplicity and satisfied nature. He rewarded the man with a bag full of fruits. Minister Saranga then said, "That is why it is said — those who are satisfied are truly happy in the real sense."

**Theme:** Satisfaction in real sense.

**Moral:** We should be happy with what we have, do not dream to get what we cannot and worry for it.

### Story 3/Ep 21: The Last Ladoo: (Adopted from "The Magic Drum")

As the episode opens, we see children were stoning the mangoes and they finally get only one mango for which they start pointless quarrel with each other, Sudha Amma arrives their and asks them to stop quarrel. Children were happy to

see her asks Amma for justice and Sudha Amma begins a story...

There was a miserly, poor, and old couple who lived in a village named Kisan and Uma. They were so stingy that they did not even buy vegetables.

One day, their neighbour came with two ladoos to distribute on the occasion of her younger son's birthday. The couple blessed her son and enjoyed eating one ladoo each. As soon as he finished his ladoo, Kisan's hunger for more increased, and he could not resist his craving.

He asked his wife, Uma, to prepare ladoos at home. She insisted that he give her the money first. Later, she too started craving ladoos and gave her husband some money along with a list of ingredients to buy in order to prepare them. Soon, the preparation began.

Uma prepared three ladoos with the limited ingredients. Both of them ate one ladoo each and then started quarreling over the third one. Finally, they came to a decision — the person who talked first would lose the ladoo, and the other would get to eat it.

On this condition, they went to sleep, thinking that not waking up would help them win the challenge. They continued sleeping for two nights and two days. Their neighbours, worried that something bad had happened, tried to break open the door. After several attempts, they managed to open it and tried to wake the couple up, but Kisan and Uma stayed silent, determined to win the ladoo.

Suddenly, a fire broke out in their house. The people ran out in chaos to save themselves. Kisan finally shouted, "Fire!" and Uma, in excitement, exclaimed, "I have won the ladoo!"

Seeing the fire, they both ran out of the house. Unfortunately, the special third ladoo was lost in the fire — no one could eat it.

**Theme:** Sharing

**Moral:** Sharing with each other is the better option, if you start pointless quarrel instead of sharing no one can get it.

### Research Gap

Numerous studies have been done on social media platforms, especially on YouTube and its kid's channels, but no one has talked about Murty Media and how children can learn moral values through watching it.

### Aim

The aim of this paper is to study how 'Story time with Sudha Amma @Murty-Media' teaches moral values to the children through their channel.

### Objectives

- To study the themes of the selected stories of Murty Media



- To study the moral values that have been taught in the selected stories of Murty Media
- To study to what extent children are using social media platforms, especially YouTube channel.
- To study to what extent children are learning moral values from social media platforms.

## Methodology

**Qualitative research method:** A research method which is used to analyse non-numerical data and to collect information from individuals in order to gain an understanding of people's social reality, attitude, beliefs and motivation.



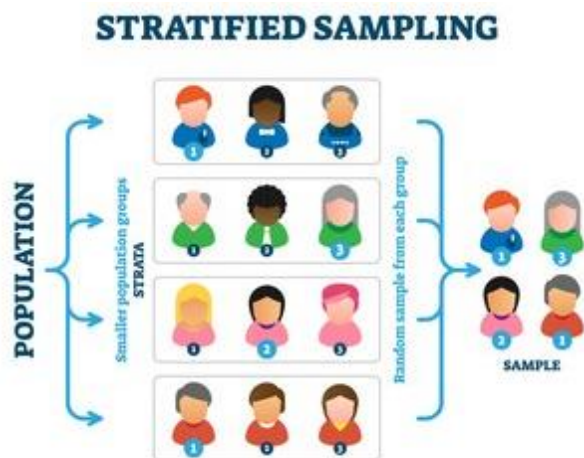
Source: <https://images.app.goo.gl/9jUWUDGDW7bR2XsC8>

**Library research method (Adapted from Thomas Mann, Library Research Models):** Library research collects data from the books, journals, notes, digital libraries, theories and documents by understanding the problem.



Source: <https://search.app.goo.gl/1cxXmQw>

**Stratified Random Sampling method:** Is a method, in which population is divided into homogeneity within and heterogeneity across.



Source: <https://images.app.goo.gl/8X4LSNWNd2SnK8wk8>

## Tools

Tools are devices or instruments which are used to collect data in research. The tools that are used in this paper are namely-

- Research Gate
- Google scholar
- Questionnaire
- Google
- Wikipedia

## Results And Discussions

To find, do children learn moral values through watching social media (YouTube), this paper has been used questionnaire to collect data from the selected sample, in which there are nine questions which were filled and answered by the parents of 0-10 years of age group of children.

The questions that are contained in the questionnaire are namely-

1. Name of the child
2. Gender
3. Age
4. What he/she enjoys to do in free time?
5. What he/she prioritises to watch?
6. If mobile phone is your answer, what often he/she prioritises to watch?
7. What often your child watch on YouTube?
8. Does he/she learn from the social media platforms?
9. Do you feel that some of the YouTube content has moral values which can be learnt and follow by your child?

The link for the questionnaire which was prepared for data collection is given below:

[https://docs.google.com/forms/d/e/1FAIpQLScB6XQCgTqRCcWSAy2G8r5U2fOhR91jy\\_bp54Y4CVLaeEYpDg/viewform](https://docs.google.com/forms/d/e/1FAIpQLScB6XQCgTqRCcWSAy2G8r5U2fOhR91jy_bp54Y4CVLaeEYpDg/viewform)

When it comes to the last two questions, the answers we have got are as followed:

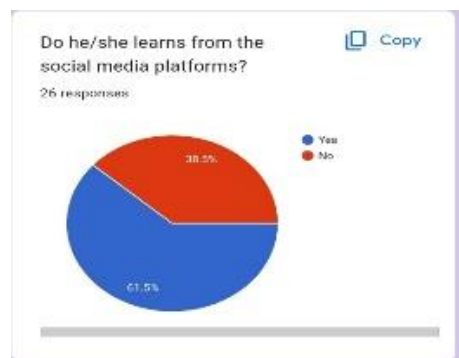


Figure 1 shows what percentage of parents think that their children learn through social media platforms. It shows from 26 responses, 61.5% which means out of 26, 17 members

have answered that their children learn from social media platforms.

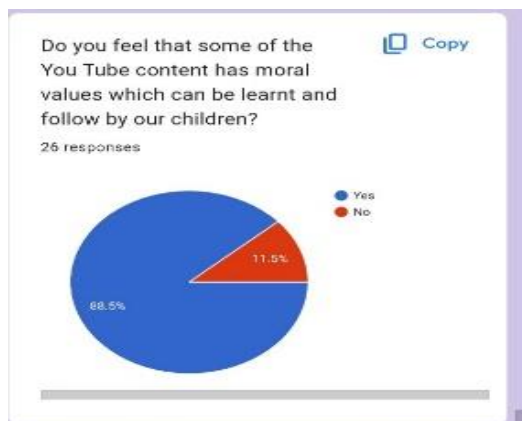


Figure 2 shows what percentage of parents think that some of the YouTube content has moral values which can be learnt and follow by our children. It shows from 26 responses, 88.5% which means out of 26, 24 members have answered that some of the YouTube content has moral values which can be learnt and follow by their children.

## Conclusion

This paper has studied about the role of YouTube in teaching moral values for children in this digital era. We have found that YouTube has its own pros and cons in existing studies. Some papers have been given recommendations and practicality for parents and teachers to make their children how to choose best and good content to watch in YouTube.

As we have further studied what are the social media platforms used by children in order to occupy themselves and about the role of YouTube in teaching moral values for children through questionnaire which was shared through WhatsApp messenger we have got twenty-six responses in total, in which twenty-three out of twenty-six watches YouTube. Seventeen out of twenty-six parents says that their children learn from social media platforms and twenty-four out of twenty-six says some of the YouTube content has moral values.

In this paper, we have found that YouTube helps children to learn moral values through children stories uploaded in it. When it comes to Murty Media which contains children's stories are filled with full of moral values and embedded with courage, strength, hard work, etc. Children can learn many things from watching it. We have analysed three stories (episodes 1, 11, and 21) in order to understand the theme and moral values in the particular channel @Murty-Media of YouTube.

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Table 1: Responses collected from the selected sample of population.

Timestamp	Name of the child	Sex	Age (years)	What he/she enjoys to do in free time?	What he/she prioritise to watch?	If mobile phone (social media) is your above answer, what often he/she prioritise to watch?	What your child often watches in YouTube?	Do he/she learn from the social media platforms?	Do you feel that some of the YouTube content has moral values which can be learnt and follow by our children?
05-05-2024 13:14	Somarapu Alok Nazirite	M	8	Outdoor games	Mobile Phone (social media)	YouTube	Children stories	Yes	-
05-05-2024 13:14	Vishal	M	12	Outdoor games	Mobile Phone (social media)	Instagram	Children stories	No	No
05-05-2024 13:14	Somarapu David Anmol	M	7	Outdoor games	Mobile Phone (social media)	YouTube	Children stories	Yes	Yes
05-05-2024 13:15	Virat	M	5	Outdoor games	Mobile Phone (social media)	Instagram	Rhymes	Yes	Yes
05-05-2024 13:15	Somarapu Asthik Daniel	M	2	Indoor games	Mobile Phone (social media)	YouTube	Rhymes	Yes	Yes
05-05-2024 13:30	Sashikala	F	1	Indoor games	Mobile Phone (social media)	Instagram	Rhymes	Yes	Yes
05-05-2024 13:39	Atharv	M	2	Outdoor games	TV	YouTube	Educational	Yes	Yes
05-05-2024 13:42	Lucky	F	13	Outdoor games	Mobile Phone (social media)	Instagram	Children stories	Yes	No
05-05-2024 13:47	Vicky	M	9	Indoor games	Mobile Phone (social media)	YouTube	Children stories	Yes	Yes
05-05-2024 14:59	Dhanvith	M	2.11	Indoor games	TV	Rhymes	Rhymes	Yes	Yes
05-05-2024 18:12	Tarak	M	14	Indoor games	Mobile Phone (social media)	YouTube	Educational	Yes	Yes
05-05-2024 18:35	Saanvi	F	30	Indoor games	Mobile Phone (social media)	YouTube	Children stories	No	Yes
05-05-2024 23:10	Srujan Tej	M	7	Outdoor games	Mobile Phone (social media)	YouTube	Children stories	Yes	Yes
05-05-2024 23:11	Vishwa Tej	M	10	Outdoor games	Mobile Phone (social media)	YouTube	Children stories	Yes	Yes
05-06-2024 12:42	Kiranmai	F	15	Indoor games	Mobile Phone (social media)	YouTube	Children stories	No	Yes
05-06-2024 12:43	K Ayansh Reddy	M	11	Outdoor games	Mobile Phone (social media)	YouTube	Children stories	No	Yes
05-06-2024 12:52	Shivansh Reddy	M	7	Indoor games	Mobile Phone (social media)	YouTube	Children stories	No	Yes
05-06-2024 12:54	Galenka sameksha	F	14	Indoor games	Mobile Phone (social media)	Instagram	Rhymes	Yes	Yes
05-06-2024 12:56	AchyuthRam	M	3	Outdoor games	TV	YouTube	Rhymes	No	Yes
05-06-2024 13:00	Charan teja	M	15	Indoor games	TV	YouTube	Educational	No	Yes
05-06-2024 13:01	Aishu	F	5	Indoor games	Mobile Phone (social media)	YouTube	Rhymes	Yes	Yes
05-06-2024 13:06	Guntuka Kruthika	F	5	Indoor games	Mobile Phone (social media)	YouTube	Rhymes	Yes	Yes
05-06-2024 13:43	Venika	F	2	Indoor games	Mobile Phone (social media)	YouTube	Children stories	No	No
05-06-2024 14:00	Pitla pranya	M	4	Outdoor games	Mobile Phone (social media)	YouTube	Rhymes	No	Yes
05-06-2024 15:03	G. Srivansh	M	4	Indoor games	Mobile Phone (social media)	YouTube	Children stories	No	Yes
05-06-2024 16:09	Yashwanth	M	3	Outdoor games	Mobile phone (social media)	YouTube	Rhymes	Yes	Yes