



# IMPACT OF CARTOON NETWORKS ON PRIMARY SCHOOL STUDENTS

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## ABSTRACT

The current study highlights the influence of watching animated cartoon on school students. The purpose of the research is to assess the Influence of Cartoon Network's on Students and its impact on the student's behaviour. The sample of the present study consisted of 50 primary students of class 4<sup>th</sup> to 5<sup>th</sup> classes from 05 Govt. and private schools in Jabalpur city. The researcher has also collected the data of 200 parents to substantiate and enrich the research findings and get their perspective of cartoon watching on students. The survey was conducted by issuing the questionnaire to students and parents. The questionnaire was designed and developed by the researcher. The number of data collected through questionnaire performed a valuable function in analysis, interpretation and research finding. Several parameters were considered for analysing the data such as gender, time spent on watching, watching behaviour, buying behaviour. Different parameters were taken into consideration while analysing the influence of watching animated cartoon on school students on such as physical, social and emotional development, gender, age, level of education.

**Keywords:** - Cartoon Networks, watching behaviour, buying behaviour and time spent.

## **INTRODUCTION:-**

It's indeed a world of globalization and technology we are living in today. Though technology has brought us many comforts, it has completely changed our lifestyle. In India, the lifestyle has been changed drastically. Nowadays, there is a trend that both parents work in order to full fill the needs of a family. The absence of both parents from the house is a reason for many problems, of which the bad behaviour and the use the internet and T.V. by the children are the severe ones.

Television has many programmes one is cartoon. 'Carton' is a French word which literally means 'strong heavy paper'. Which means initial sketches made by artists on such paper. As per the Dictionary of Word Origins, 'Cartoon' means 'a humorous or satirical drawing published in a newspaper or magazine'. The practice of comic sketches in newspapers and magazine started in the 1840s. Source: Dictionary of Word Origins. It is a form of illustration, or demonstration that signifies to numerous forms of art, including humor, satirical, and animated cartoons.

Cartoons are much popular among children. They are very much occupied on different Cartoon Channels and growing up with watching their favourite cartoon shows on these channels on cable network or Dish TV. Watching cartoon programmes in their free time has become their favourite hobby and they also spend their study time on it. Animated cartoons have become almost a basic need for most youngsters. Teenagers are spending more time on watching televisions and less time on physical activities. The parents also find it difficult to manage their child without these cartoon channels. TV has proven very beneficial instrument in teaching different streams of arts, science, sports, and culture. In last few years, use of media by the youngsters has been increased and it has raised the concern about the impact of media on children. Several

studies and research findings have observed long term harmful effects of excessive use of media on children. Watching Cartoon has a huge influence on the attitude and behaviour of teenagers. It impacts their likes and dislikes, manner of speaking, and behaviour with other teenagers. In addition it has a substantial impact on their linguistic communication and the means by their clothing and eating. Neurodevelopmental study shows that, unlike other organ systems, the human brain is embryonic at birth – the majority of its development it finishes, comprising the construction of necessary and devastation of unnecessary neural architecture, in response to environmental motivations over the first 18 to 24 months of life.

### REVIEW OF RELATED LITERATUR:-

**McLeod, S. A. (2016)** studied that “children learn through imitation” of their favourite characters on Television as well movies. Now a day’s television is an easily available option at every household, which has taken a place of nanny. Most of the children are left unattended while viewing TV. “Children can learn” about the nature and reasons of different emotion from viewing the emotional experiences of different characters and that they normally practice “empathy” with those characters (Wilson, 2008).

**DeLoache and Chiong (2009)** found that TV programs and videos helps parent to achieve different purposes. Handful parents believe that allowing watching TV is a safe activity to keep young children occupied, so that parents can complete their other work such as prepare a meal, or get ready for work. Other parents believe that when children are fussy or quarrelling with siblings, watching TV or videos help them to calm down.

**Pitman, (2008)** found that TV can furnish kids with a more extensive scope of life circumstances and conceivable outcomes to investigate through their play in ahead of schedule adolescence. This can start in right on time youth, where decision of system has a significant effect to youngsters' aptitudes and learning when they enter school. Lears, (1992) says that TV viewing contributes to the present socialization.

**Abanto, (2004)** found that television as an appealing medium that controls its viewers benefit and commitment, which is interpreted into the high degrees and occurrence of vulnerability. Block, (2010) found that effects of watching TV on children are harmful, through both “immediate and long-term negative effects”. Bowling Green State University reports cite watching too many cartoons had a detrimental effect on brains of a child; there is a tendency to develop attention deficit disorder.

### OBJECTIVES OF THE STUDY:-

1. To analyse influence of animated cartoon on physical, social and emotional development of students.
2. To interpret the student’s and parent’s perception towards the nature and character of animated cartoons.
3. To assess the extent to which animated cartoon programmes produced in India are attracting the students.

### HYPOTHESIS OF THE STUDY:-

**H1:** Majority of the respondents would agree that watching cartoon animation promotes positive thinking.

**H2:** Majority of the respondents would agree that watching cartoon animation promotes outdoor activities.

**H3:** Majority of respondents would agree that watching cartoon animation affect eating habits.

**H4:** Majority of respondents would agree that watching cartoon animation promotes social sensibility.

**H5:** Majority of respondents would agree that watching cartoon animation enhances problem solving abilities.

### RESEARCH METHODOLOGY: -

The survey was conducted by issuing the questionnaire to students and parents. The questionnaire was designed and developed by the researcher. The number of data collected through questionnaire performed a valuable function in analysis, interpretation and research finding.

**SAMPLE AND SAMPLE SIZE:-**

JABALPUR was considered for the current study by way of survey method. As per the prerequisite of study a sample size of 50 students aged 08 to 10 and 20 parents were required. A list of primary schools in JABALPUR was prepared including government and private schools. For conducting the survey out of 20 (approx.) primary schools, 05 schools were selected on the basis of random sampling for collection of data. From these 05 schools 50 (25 male and 25 female) students were to be drawn as sample. An average of 10 students from each schools was taken, 5 students from each class 4th to 5th class of student of 10 years of age on the basis of random sampling were selected.

**STASTICAL TOOL:-**

The language of questionnaire and wording were tested which was simple and easy and suitable for the students aged 08 to 10. A questionnaire was developed for collection of primary data among students in Jabalpur city. The questionnaire was distributed among the students and the respondents were asked to answer the question on their own. The survey questionnaire includes a total of 20 questions out of which 05 questions are personal information for students. Total 20 questions were based on Likert scale.

**ANALYSIS AND INTERPRETATION: -****Table No. 01****Time spent watching Cartoon Channel : Gender of Student Cross tabulation**

	Timing	Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
Time spent watching Cartoon Channel	Less than 1 Hour	01 4.00 %	04 16.00 %	05 10.00 %
	1 to 2 Hours	03 12.00 %	05 20.00 %	08 16.00 %
	2 to 4 Hours	08 32.00 %	07 28.00 %	15 30.00 %
	4 to 7 Hours	06 24.00 %	04 16.00 %	10 20.00 %
	More than 7 Hours Everyday	07 28.00 %	05 20.00 %	12 24.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Above Table No. 01 shows that 24 % male and 16 % female students spend 4 to 7 hours on watching cartoon channel, 28 % male and 20 % female students watch more than 7 hours daily, 32 % male and 28 % female students watch 2 to 4 hours, 12 % male and 20 % female students spend 1 to 2 hours on watching cartoon and 4 % male and 16 % female spend less than 1 hour. Finding clearly indicates that majority of male and female students watch more cartoon channel more than 2 to 4 hours.

**Table No. 02**

**Your favourite cartoon shows : Gender of Student Cross tabulation**

Your favourite cartoon shows	cartoon shows	Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
	Chotta Bheem	01 4.00 %	02 8.00 %	03 6.00 %
Doraemon	02 8.00 %	05 20.00 %	07 14.00 %	
King Kong	01 4.00 %	00 00.00 %	01 2.00 %	
Mickey Mouse	02 8.00 %	01 4.00 %	03 6.00 %	
Motu Patlu	05 20.00 %	03 12.00 %	08 16.00 %	
Mr. Bean	02 8.00 %	03 12.00 %	05 10.00 %	
Shin Chan	08 32.00 %	07 28.00 %	15 30.00 %	
Spiderman	03 12.00 %	02 8.00 %	05 10.00 %	
Tom & Jerry	01 4.00 %	01 4.00 %	02 4.00 %	
Uncle Grandpa	00 00.00 %	01 4.00 %	01 2.00 %	
Total	25 100.00 %	25 100.00 %	50 100.00 %	

Above table No. 02 shows the first preference of favourite cartoon shows among school students. 32 % male student and 28 % female student prefer to watch Shin Chan.

**Table No. 03****You complete homework before starting watching cartoons: Gender of Student Cross tabulation**

		Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
You complete homework before starting watching cartoons	Never	02 8.00 %	01 4.00 %	03 6.00 %
	Does Not prefer	05 20.00 %	04 16.00 %	09 18.00 %
	Sometimes	04 16.00 %	03 12.00 %	07 14.00 %
	Mostly	06 24.00 %	06 24.00 %	12 24.00 %
	Every time	08 32.00 %	11 44.00 %	19 38.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Above table No. 03 shows that 32 % male and 44 % female students every time complete their homework before starting watching cartoons, 24 % male and 24 % female students mostly complete their homework 16 % male and 12 % female students sometimes complete their homework, 8 % male and 4 % female students never complete their homework and 20 % male and 16 % female does not prefer to complete their homework. Finding clearly indicates that majority of male and female students agree that they complete homework before starting watching cartoons.

**Table No. 04****You go out of home to play : Gender of Student Cross tabulation**

		Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
You go out of home to play	Never	13 52.00 %	11 44.00 %	24 48.00 %
	Does Not prefer	03 12.00 %	05 20.00 %	08 16.00 %
	Sometimes	05 20.00 %	02 8.00 %	07 14.00 %
	Mostly	02 8.00 %	04 16.00 %	06 12.00 %
	Every time	02 8.00 %	03 12.00 %	05 10.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Above table No. 04 shows that 52 % male students never go out of home to play, similarly 44 % female students never go out of home to play, 12 % male and 20 % female students does not prefer to go out of home to play, 20 % male and 8 % female students sometimes go out of home to play, 8 % male and 12 % female students every time go out of home to play and 8 % male and 16 % female students mostly go out of home to play. Finding clearly indicates that majority of male and female students do not prefer to go out of home to play. However a large number of male and female students go out of home to play.

**Table No. 05****You eat your meal watching cartoon show: Gender of Student Cross tabulation**

		Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
You eat your meal watching cartoon show	Never	04 16.00 %	05 20.00 %	09 18.00 %
	Does Not prefer	03 12.00 %	02 8.00 %	05 10.00 %
	Sometimes	11 44.00 %	10 40.00 %	21 42.00 %
	Mostly	03 12.00 %	02 8.00 %	05 10.00 %
	Every time	04 16.00 %	06 24.00 %	10 20.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Above table No.05 shows that 44 % male and 40 % female students sometimes eat their meal while watching cartoon show, 16 % male and 24 % female every time eat their meal while watching cartoons, 12 % and 8 % mostly eat their meal while watching cartoons, 16 % male and 20 % female students never eat their meal while watching cartoon and 12 % male and 8% female student does not prefer. Finding clearly indicates that majority of male and female students they eat their meal while watching cartoon show.

**Table No. 06****You like physically strong cartoon character: Gender of Student Cross tabulation**

		Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
You like physically strong cartoon character	Dislike it	10 40.00 %	09 36.00 %	05 10.00 %
	Not Much	03 12.00 %	02 8.00 %	19 38.00 %
	Does Not Matter	03 12.00 %	04 16.00 %	07 14.00 %
	Mostly	04 16.00 %	06 24.00 %	10 20.00 %
	Very Much	05 20.00 %	04 16.00 %	09 18.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Above table No. 06 shows that 40 % male and 36 % female dislike physically strong cartoon character, 12% male and 16 % female students responds that it does not matter whether the cartoon character is physically strong or not, 12 % male and 8 % female students responds not much, 16 % male and 24 % female students respond that they mostly like strong character and 20 % male and 16 % female students like very much strong character. Finding clearly indicates that there is difference of agreement between liking of physically strong cartoon character between male and female students.



**Table No. 07****You act and speak cartoon character in daily life: Gender of Student Cross tabulation**

		Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
You act and speak like cartoon character in daily life	Never	03 12.00 %	04 16.00 %	07 14.00 %
	Does Not prefer	04 16.00 %	03 12.00 %	07 14.00 %
	Sometimes	13 52.00 %	10 40.00 %	23 46.00 %
	Mostly	03 12.00 %	05 20.00 %	08 16.00 %
	Every time	02 8.00 %	03 12.00 %	05 10.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Above table No.07 show that 52 % male and 40 % female students sometimes act and speak like cartoon character in daily life, 12 % male and 20 % female students responds that they mostly act and speak like cartoon character, 8 % male and 12 % female students Every time mostly act and speak like cartoon character, 16 % male and 12 % female students does not prefer and 12% male and 16 % female never act and speak like cartoon character. Finding clearly indicates that majority of male and female students sometimes act and speak like their cartoon character.

**Table No. 08****After watching cartoon you feel like fighting: Gender of Student Cross tabulation**

		Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
After watching cartoon you feel like fighting	Never	02 8.00 %	03 12.00 %	05 10.00 %
	Does Not prefer	04 16.00 %	02 8.00 %	06 12.00 %
	Sometimes	05 20.00 %	02 8.00 %	07 14.00 %
	Mostly	02 8.00 %	03 12.00 %	05 10.00 %
	Every time	12 48.00 %	15 60.00 %	27 54.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Table No. 08 shows that 48 % male and 60 % female student every time feel like fighting after watching cartoon, 20 % male and 8 % female students sometimes feel like fighting after watching, 8 % male and 12 % female students mostly feel like fighting after watching cartoon, 8 % male and 12 % female students never feel like fighting and 16 % male and 8 % female does not prefer fighting. Finding clearly indicates that majority of male and female students feel like fighting after watching cartoon programmes.

**Table No. 09****You like to dress up like your favourite character: Gender of Student Cross tabulation**

		Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
You like to dress up like your favourite character	Never	04 16.00 %	05 20.00 %	09 18.00 %
	Does Not prefer	03 12.00 %	04 16.00 %	07 14.00 %
	Sometimes	02 8.00 %	03 12.00 %	05 10.00 %
	Mostly	03 12.00 %	04 16.00 %	07 14.00 %
	Every time	13 52.00 %	09 36.00 %	22 44.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Above table No. 09 shows that 52 % male and 36 % female students every time dress like their favourite cartoon character, 8 % male and 12 % female students sometimes dress like their favourite character, 12 % male and 16 % female students mostly dress like favourite cartoon character, 12 % male 16 % female does not prefer dressing like cartoon character and 16 % male and 20 % female students never dress like them. Finding clearly indicates that majority of male and female students like to dress up like their favourite cartoon character.

**Table No. 10****Watching cartoons help you in solving problems: Gender of Student Cross tabulation**

		Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
Watching cartoons help you in solving problems	Never	03 12.00 %	01 4.00 %	04 8.00 %
	Does Not prefer	01 4.00 %	03 12.00 %	04 8.00 %
	Sometimes	14 56.00 %	17 68.00 %	31 62.00 %
	Mostly	04 16.00 %	03 12.00 %	07 14.00 %
	Every time	03 12.00 %	01 4.00 %	04 8.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Above table No.10 shows that 56 % male and 68 % female students responds that sometimes watching cartoon help them in solving problems, 12 % male and 4 % female students responds that watching cartoon every time help them in solving their problems, 16 % male and 12 % female students responds mostly, 12 % male and 4 % female students responds watching cartoon never help them in solving problem and 4 % male and 12 % female students does not prefer. Finding clearly indicates that majority of male and female students respond that watching cartoon helps them in solving their day to day problems.

**Table No. 11**

**Watching cartoon helps you in understanding your friends/classmate:  
Gender of Student Cross tabulation**

	cartoon shows	Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
Watching cartoon helps you in understanding your friends/classmate	Never	03 12.00 %	02 8.00 %	05 10.00 %
	Does Not prefer	02 8.00 %	04 16.00 %	06 12.00 %
	Sometimes	13 52.00 %	11 44.00 %	24 48.00 %
	Mostly	05 20.00 %	03 12.00 %	08 16.00 %
	Every time	02 8.00 %	05 20.00 %	07 14.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Above table No. 11 shows that 52 % male and 44 % female student responds that watching cartoon sometimes help them in understanding their friends/classmate, 8 % male and 20 % female students respond every time, 20 % male and 12 % female student respond mostly, 8 % male and 16 % female students respond does not prefer and 12 % male and 8 % female students responds never. Finding clearly indicates that majority of male and female respondent agree that watching cartoon helps them in understanding their friends/classmate.

**Table No. 12****Cartoon character encourage you to respect your elders and siblings Gender of Student Cross tabulation**

Cartoon character encourage you to respect your elders and siblings		Gender of Students		Total
		Male	Female	
		(N = 25)	(N = 25)	
Cartoon character encourage you to respect your elders and siblings	Dislike it	10 40.00 %	12 48.00 %	22 44.00 %
	Not Much	05 20.00 %	03 12.00 %	08 16.00 %
	Dose Not Matter	03 12.00 %	05 20.00 %	08 16.00 %
	Like it	04 16.00 %	03 12.00 %	07 14.00 %
	Very Much	03 12.00 %	02 8.00 %	05 10.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Above table No. 12 shows that 40 % male and 48 % female students responds that cartoon character never encourage them to respect their elders and siblings, 20 % male and 12 % female student respond not much, 12 % male and 20 % female students respond does not matter, 16 % male and 12 % female student responds that like to respect their elders and siblings and 12 % male and 8 % female students responds very much they are encouraged by cartoon character to respect their elders and siblings. Finding clearly indicates that majority of male and female respondent dislike that cartoon character encourages them to respect their elders and siblings.

**Table No. 13****Animation content increases your learning ability: Gender of Student Cross tabulation**

		Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
Animation content increases your learning ability	Dislike it	11 44.00 %	13 52.00 %	24 48.00 %
	Not Much	04 16.00 %	05 20.00 %	09 18.00 %
	Does Not Matter	03 12.00 %	02 8.00 %	05 10.00 %
	Mostly	05 20.00 %	02 8.00 %	07 14.00 %
	Very Much	02 8.00 %	03 12.00 %	05 10.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Above table No. 13 shows that 44 % male and 52 % female student respond that they dislike animated content, 16 % male and 20 % female students respond that animated content not much increases their learning ability, 12 % male and 8 % female student respond does not matter, 20 % male and 8 % female respond that animated content mostly increases their learning ability and 8 % male and 12 % female student respond very much. Finding clearly indicates that majority of male and female students respond that animated content increases their learning ability.

**Table No. 14**

**Watching cartoon teaches you in facing challenges:  
Gender of Student Cross tabulation**

	cartoon shows	Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
Watching cartoon teaches you in facing challenges	Never	03 12.00 %	02 8.00 %	05 10.00 %
	Does Not prefer	04 16.00 %	01 4.00 %	05 10.00 %
	Sometimes	13 52.00 %	15 60.00 %	28 56.00 %
	Mostly	02 8.00 %	03 12.00 %	05 10.00 %
	Every time	03 12.00 %	04 16.00 %	07 14.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Above table No. 14 shows that 52 % male and 60 % female student respond sometimes that watching cartoon teaches them in facing challenges, 8 % male and 12 % female student respond mostly, 12 % male and 16 % female students responds every time, 16 % male and 4% female student responds does not prefer and 12 % male and 8 % female students responds never. Finding clearly indicates that majority of male and female respondent agree that watching cartoon teaches them in facing challenges.



**Table No. 15****Watching cartoon helps you in gaining knowledge: Gender of Student Cross tabulation**

Watching cartoon helps you in gaining knowledge	cartoon shows	Gender of Students		Total
		Male (N = 25)	Female (N = 25)	
Watching cartoon helps you in gaining knowledge	Never	02 8.00 %	01 4.00 %	03 6.00 %
	Does Not prefer	04 16.00 %	03 12.00 %	07 14.00 %
	Sometimes	12 48.00 %	15 60.00 %	27 54.00 %
	Mostly	03 12.00 %	05 20.00 %	08 16.00 %
	Every time	04 16.00 %	01 4.00 %	05 10.00 %
	Total	25 100.00 %	25 100.00 %	50 100.00 %

Above table No. 15 shows that 48 % male and 60 % female students responds that watching cartoon sometimes helps then in gaining knowledge, 12 % male and 20 % female students respond mostly, 16 % male and 4 % female student responds every time, 8 % male and 4 % female students respond watching cartoon never helps them in gaining knowledge and 16 % male and 12 % female students respond it does not matter. Finding clearly indicates that majority of male and female student respond that watching cartoon helps them in gaining knowledge.

**FINDINGS:-**

The current study focused on analysing the positive impact of cartoon animation watching on school students. Current research has shown that watching cartoon on television has significant impact on children. While testing the hypotheses that watching cartoon has positive impact on students researcher found that cartoon animation promote outdoor activities among students, cartoon animation inspires social sensibility among students and cartoon watching promotes learning among students. Researcher also discovered that by watching cartoon animations students do so many different things such as students start imitating their favourite cartoon character, they talk like them; they learn how to solve the problem and so on.

**LIMITATIONS OF THE STUDY:-**

1. The study was limited to the school students of Jabalpur city only between the age group of 08 to 10 years. The duration of viewing and the type of cartoons programme viewed vary from students to students, which are not considered for this study.
2. Though majority of the schools, parents and students were enthusiastic and cooperative, there were a few who did not understand the importance and relevance of the survey and not willing to share any information relevant to study and they had to be certainly convinced for sharing the required information.

3. There may be several factors other than socialization in the family that determine influence of cartoons on students. The study was only focused on influence of cartoons on students and other factors were isolated.
4. The measuring scale has been designed by this researcher and has not been standardised. Nobody knows whether the scale is defective in any way; however the results show the major strength of the scale.

## CONCLUSION:-

India has a rich culture of family, tradition and values, children are grown observing these. Now a day that family is divided into nuclear family because of development and job opportunity. In many families there is no body to look after the children at home; they are more exposed on watching TV and playing indoor games. Parents are busy with their day to day activities and in case both parents are working then the situation worsen. There is nobody to explain the children what is right or wrong.

1. Cartoon influence impacted the physical, social and emotional development of students. The effect in their behaviour, attitude, daily conversation and personality.
2. Students use cartoon character to motivate them for various activity. Students' behaviours are associated with cartoon watching. They speak like their favourite cartoon characters; they try to gain the physique like their favourite cartoon character. They also do some good works such as helping in daily household work of their parents.
3. The strong physical cartoon character is liked by students.
4. The positive character is more popular among students.
5. The character with aggressive behaviour, are not that popular among students.
6. The earlier notion that cartoon watching has only negative influence on students has been not been fully accepted, the result has shown that cartoon watching has some positive effects on students. Cartoon helps in developing cognitive behaviour, social and emotional development among students.
7. Students are growing watching these cartoon programmes at different platform such as TV, mobile, internet etc.

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