A COMPARATIVE EVALUATION OF URDU AND ENGLISH ANIMATED NURSERY RHYMES USING NEUMANN'S AND HERODOTOU EVALUATION RUBRIC

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ABSTRACT

YouTube has fast become a pastime and source of info-cum-entertainment in Pakistan, winning it the ninth rank amongst countries with the most YouTube users. Parents allow children as young as ninth months old and onwards to watch YouTube for cartoons and rhymes, with oversight on children's screen-watch. The current study aims to assess whether Neumann's and Herodotus' YouTube video evaluation rubric can be applied to YouTube nursery rhymes in other languages to evaluate the edutainment elements. The original 17-pointer rubric was extended to 21-pointers to compare age-appropriateness, content quality, design features, and learning objectives of famous Urdu and English animated nursery rhymes. The results show that Urdu rhymes videos are better in terms of age appropriateness, content quality, design features and learning objectives. Hence, they effectively contribute to children's socio-cultural and linguistic development.

KEYWORDS
Rubric, edutainment, YouTube, evaluation, Urdu, English, nursery rhymes

INTRODUCTION

Nursery rhymes (NRs) have been an integrated part of early childhood development across all cultures. Known as Bacchon ki Nazmein (children's songs) in Urdu, Mother Goose rhymes in American English, and nursery rhymes in British English, they have existed in the form of lullabies, children's ballads (Jean Sanders, 1958) and lyrical songs in all languages. However, earlier, it was mothers or elderly members that entertained the pre-school-aged young ears with nursery rhymes. The young minds visualized what they heard and repeated the songs in their innocent styles. Now, with an adaptation of NRs to visual media, much of children's time is spent on screen-watching, assigning YouTube children's rhyme channels the role of a digital caregiver (Jindal & Kanozia, 2019). It accounts for why children's YouTube rhyme channels top the list of most viewed YouTube channels (Statisca, 2022).

There is a growing concern about children under two years of age becoming addicted to screen-watching (Jindal & Kanozia, 2019). Nevertheless, colourful visuals, animated characters, quality content, lyrics with transcription, and music are some of the digital values adding to the edutainment of NRs. According to Diener et al. (2008), children aged 9-10 months can differentiate between actual events and videos on screens with meaning and emotional impact for children.

An influx of digital media and the YouTube boom with its ubiquity has given the whole concept of NRs a new shape and purpose, making YouTube, with its NR channels, an equivalent of a shell institution by offering engaging educational music resources for young children from its platform (Blasco et al., 2021). While earlier NRs were considered poems that "often tell stories of trivial sort or nonsensical musical verse" (Gildon, 2021), now they have taken the shape of "engaging educational music resources for young children, rendering YouTube the status of a shell institution" in Gidden's terms (Blasco et al., 2021). With the penetration of Web 2.0 technologies into educational setups (Jones & Cuthrell, 2011), YouTube's supportive role has gained a central focus since the pre-Covid period for researchers, educationists, children and parents (Yadav et al., 2018). Today's generation of children is growing in an "environment saturated with digital media" (Walsh et al., 2020), compelling even six months infants to make sensory-motor responses to YouTube videos involving human-talking songs such as riddles, fables, and games, stories or a day's account, with a variety of colours and scenes (Yadav et al., 2018). The panoramic shifts in music, colourful characters, and scenery attract toddlers to feel the screen and hold the devices in their hands (Yadav et al., 2018). Thus, animated NRs are instrumental in early childhood and second language development among non-native toddlers (Linuwih &

Trihastutie, 2020).

LITERATURE REVIEW

Animated Nursery Rhymes in Early Childhood Language Development

In their research based on the Early Development Instrument, Linuwih and Trihastutie (2020) identify and categorise five aspects of early childhood development (ECD), viz., physical fitness, mental and linguistic growth, general knowledge, verbal and written communication abilities, social skills, and emotional maturity (Linuwih & Trihastutie, 2020). In Guglielmino's view right hemisphere of the brain picks the melody, and the left hemisphere stores the words (Pourkalhor & Avakol, 2017). In Anton's (1990) view, the best learning environment is created, and the most fruitful learning occurs when both the left and right hemispheres are concurrently actively involved in an activity. (Linuwih & Trihastutie, 2020). Thus, songs bridge the brain hemispheres, enhancing retention through a converged function (Linuwih & Trihastutie, 2020; Pourkalhor & Tavakol, 2017;). The digital layout of NRs in recent years has been crucial the in enhancing the popularity of children's songs worldwide (Mulligan, 2016; Socialblade.com, 2020). According to March 2022 statistics, YouTube rhymes channels top the list of most viewed and tuned-in channels (Statistica, 2022) on ever ubiquitous YouTube, accessible to young ones (Jindal & Kanozai, 2019) through tablets, palmtops, laptops, iPad, iPods, cell phone, or any other device including the LED TV (Burroughs, 2017; Imaniah et al., 2020). NRs and songs developed for children on YouTube rhymes channels have special animation effects and easy-to-understand language, rendering them highly conducive to children's development of language, cognition and communication skills (Imaniah et al., 2020). Children's songs are believed to affect childhood development positively (Fitriana, 2021). These songs, with the integration of animated rhymes, have rapidly become significant language learning support media, being complex stimuli in themselves with easy conversational or storytelling-styled lyrics, soft music to suit children's taste, human or animal characters and colourful animations—all collaged beautifully to engage six months and older kids cognitively into the learning process (Linuweh & Trihastutie, 2020). Studies reveal that colours impact children's emotions (Pope et al., 2012), toddlers' choices, cooperative behaviour (Melkam et al., 1976), perception of the world around and the ability to name objects (Linuweh & Trihastutie, 2020; Prevor & Diamond, 2005) correctly. Exposure to rhythms and rhymes enhances children's phonological sensitivity and readability (Dunst & Humby, 2017; Imaniah et al., 2020). YouTube rhymes channels use appealing animation effects and easy-to-understand language to educate young minds on social interaction and vocabulary to name objects and produce sentences in English as a foreign language (Imaniah et al., 2020).

Early Childhood Development and Other Pertinent Theories

There is consensus among researchers that repercussions of the experiences of the first

few years in an individual's life endure their entire life, impacting them mentally and physically as social beings (Richter, 2019). Investing in developing human capital throughout the early years is crucial (Pushparatnam et al., 2021). According to Early Childhood Development Index (ECDI), developed under UNICEF's Multispator Cluster Survey (MICS), spotlights four domains of early development in children: literacy-numeracy, learning/cognition, physical development and socioemotional development (Pushparatnam et al., 2021; Richter et al., 2019; UNICEF, 2010). Since, at very young ages, children are taking a fancy to YouTube videos, animated NRs, and children's songs, and time they spend in front of the screen is crucial (Izci et al., 2019). According to Bandoura's social cognitive theory, screen media provide behaviour models leading to observational learning (Neumann & Herodotou, 2020; Bushman & Huesmann, 2006; Bandoura, 2001; Bandura et al., 1961).

Another pertinent perspective is George Gerbner's cultivation theory, which theorises that persistent exposure to media will likely affect the viewer's perception of reality (Gerbner et al., 2002; Vinney, 2019). These perspectives underline the need for quality video content to inculcate positive, non-violent behaviours, thinking, and knowledge about their world (Neumann & Herodotou, 2020). In this vein, Vygotsky's cognitive development is also highly relevant, which attributes the development of cognitive abilities to physical or electronic socialisation. These cognitive abilities include memory, focusing, analysing, and problem-solving (Neumann & Herodotou, 2020; Vygotsky, 1978).

Edutainment of Nursery Rhymes--Neumann's and Herodouto's Proposed Evaluation Criteria

Neumann and Herodotou (2020) proposed four criteria for evaluating videos on YouTube. These criteria are age-appropriacy, content quality, design features and learning objectives. Criteria for age appropriacy relate to the suitability and unsuitability of video content, language, design elements, features, morals, and sociocultural values. For instance, children's films should be educational, featuring child actors, models or characters and toys that appeal to young viewers, have acceptable language for young listeners, and present activities suited to children such as play-acting, songs, and rhymes (Izci et al., 2019; Veblen et al., 2018).

According to the study, specific design elements utilised in creating video content for children can influence learning and educational results (Izci et al., 2019; Veblen et al., 2018). TV programmes such as Sesame Street, Gullah Island, and Blue's Clues actively engage children's curiosity-imbued attention (Anderson et al., 2011)—the design features of videos with educational content support early child development. Linebarger and Walker (2005) conducted research and discovered that watching programmes like Dora the Explorer, Blue's Clues, and Dragon Tales led to increased

vocabulary and eloquence in the use of language. Watching videos that promote language development through explicit labelling, helpful repetition, and active engagement with onscreen personalities can benefit learning outcomes. (Moussiades et al., 2019). Further research indicates that design characteristics such as questioning, opportunities for healthy play, critical thinking, language and learning development via words presented on the screen, and curiosity teasers should be included in these programmes (Anderson et al., 1981; Crawley et al., 1999; Moussiades et al., 2019).

Other design elements include repetition, a quick speed, a child's age-appropriate features, and mediation. Compared to children viewing an entertainment programme, repeated exposure to the same instructional content resulted in better learning gains in early arithmetic, general knowledge, and vocabulary for children under seven years (Baydar et al., 2008). An essential study about design features by Mayer (2008) outlines features ranging from coherence, signalling, redundancy, and spatial and temporal contiguity to segmenting, pre-training, modalities, multimedia, and personalisation. These features provide principles for how a video should be designed and presented for educational purposes in classrooms. Selecting quality digital media content for young children's learning is crucial to establishing positive learning experiences for children at home and school (Hillman & Marshall, 2009).

Neumann et al. (2019) developed criteria to test the quality of digital language learning resources for young children. There are four principles on which teachers can select videos for children's education, age-suited problem-solving, sociocultural sensitivity, language, and knowledge content. Neumann's criteria proved to be an effective tool for evaluating the suitability of YouTube videos for children. Practically, Neumann's suggested criteria for selecting YouTube videos for edutainment purposes have proven successful in determining if YouTube videos are appropriate for kids (Neuman et al., 2019). To prove the applicability of the four criteria, Neuman and Herodotou (2020) developed a rubric (NH rubric) which includes 17 sub-criteria questions to evaluate the appropriateness of YouTube videos produced for children.

RESEARCH OBJECTIVES

1. To expand and apply Neumann's and Herodotou's (NH) rubric to Urdu and English-animated NRs.
2. To compare the edutainment elements of the two sets of NRs in terms of the criteria suggested in NH rubric.

RESEARCH HYPOTHESES

1. The rubric can be applied to evaluate NRs in non-English languages.
2. The rubric can be expanded to encompass broader aspects of children's linguistic, socio-cultural and ethical development through animated NRs

RESEARCH QUESTIONS

1. Can the rubric be applied on Urdu Nursery rhymes?
2. Can the rubric be expanded to encompass broader aspects of children's linguistics, socio-cultural and ethical development through animated NRs?

RESEARCH METHODOLOGY

The present study has adapted Neumann and Herodouto's (2020) YouTube video evaluation rubric to assess and compare the educational quality of popular Urdu and English animated nursery rhymes. It aims to see if the rubric can work as a practical checklist to assess age-appropriateness and ECD elements of NRs in Urdu, thus providing the criteria for nursey rhymes evaluation in any other language as well apart from English (RQ 1). The study also aims to test the NH rubric's capacity to address other aspects of children's linguistic, socio-cultural, and ethical development through animated NRs (RQ 2). The main criteria of assessment and comparison are taken from Neumann's and Herodotus' evaluation model. These include age appropriateness, 2) content quality, 3) design features, and 4) learning objectives. However, the original 17-pointer YouTube video evaluation rubric has been expanded to 21 questions or sub-principles.

To carry out evaluation, Urdu and English animated NRs, five each, have been selected based on recency, popularity and topical similarity to assess the content and education quality of the overall contents of these video rhymes on YouTube. These nursery rhymes have been evaluated by two working mothers. The original four main criteria (Neumann & Herodotou, 2020) were divided into 21 sub-criteria questions). A 3-point scoring system has been used to assess each sub-criterion and producea total numeric assessment per video: No = no evidence (Score = 0 point); Partial evidence (score= 1 point); or Yes = ample evidence (score = 2 points). The scores have been calculated by a systematic application of the Statistical Package for Social Sciences (SPSS) to assess inter-rater reliability and identify the most recommended, somewhat recommended and not recommended video nursery rhymes among the selected ones.

Sample

An adapted version of NH's YouTube video evaluation rubric was applied to five Urdu and five content-similar English animated NRs. For this purpose, the researchers collected five Urdu animated NRs from Gluco Kahani (Gluco Tales) based on recency, popularity, age appropriacy, video material, design elements and learning objectives. Urdu rhyme videos taken for analysis were published by Gluco on YouTube in March 2022.

Similarly, five English rhyme videos released by different publishers were taken based on topic and content similarity to perform a comparative evaluation using NH's

adapted rubric. These animated NRs were released on different YouTube kids' channels. Table 1 provides details of the selected Urdu and English NRs.

Table 1: ***Comparative Data of Urdu and English Animated Nursery Rhymes***

Urdu animated nursery rhymes	**English animated nursery rhymes**
Aik, dou, teen hathi nikle mere school k chote baste se (1, 2,3 elephants popped out of my tiny school bag), published on March 6, 2022. It enjoys 4.2k likes, and 1,188,307 views, to-date. https://youtube.com/watch?v=f-ckOd-MfI&feature=share	*1, 2,3,4,5 once I got fish alive* by Cocomelon on September 10, 2019. It has got 291k likes and 76,505,638 views, to-date. https://www.youtube.com/watch?v=VWWEUChKo6s
Bholay Bhalu bhaiyya (Innocent BrotherBear), published on March 23, 2022. It enjoys 1.3k likes and 481,216 views, to-date. https://youtube.com/watch?v=xYsU-qlAcLQ&feature=share	*Teddy bear turns around* by Cocomelon, published on February 15, 2022 has cumulated78,k likes and 16,000,831 views. https://www.youtube.com/watch?v=VR63WBMi3Wo&t=59s
Batakh ne na maani haar (The duck didn'tgive up). It was published on March 6 March, 2022. It has amassed 3.1k likes and980,592 views, to-date. https://yotoutube.com/watch?v=Gi79pVJXsmo&feature=share	*5 little ducks* by LooLoo, published on December 7, 2016. It has got 1.6 million likes and 425,363,629 views https://www.youtube.com/watch?v=-ccCPcujnys
Mein hoon aik khargosh (I am a rabbit). It was released on YouTube at March 6, 2022.It enjoyson.8k likes and 866,981 views, to- date. https://www.youtube.com/watch?v=o5ioxlGXb	*Sleeping bunnies* by LooLoo Kids. It was released on March 18, 2017. It has racked up 367k likes and 147,709,956 views https://www.youtube.com/watch?v=gyegm85BPPA
Geeli geeli Machli (Drenched wet, drenched wet fish), released on March 6, 2022. It has bagged 1.7k likes and 599,689 views, to- date. https://www.youttoube.com/watch?v=Wxm0vZGiKBM&t=1s	Baby shark doo doo by Pinkfong, released January 18, 2016. It enjoys 36 million likes and 11,059,697,034 views https://www.youtube.com/watch?v=XqZsoesa55w

Table 2: ***Translation of selected Urdu animated nursery rhymes***

Urdu Poems	Translation
Poem 1 1, 2, 3 elephantsslid out of my tinyschool bag	1, 2, 3 elephants slid out of my tiny school bag. 4, 5, 6 elephants came out of and small school bag. 7, 8, 9 and 10 elephants popped out of my little school bag. 1,2,3,4,5,6,7,8,9 and 10!! (Song repeats).
Poem 2 The InnocentBear Brother	Sitting in the train cabin is The innocent Bear BrotherIt cheered up his day As the train wheels rolled on Chug, chug: the train moved onSending him into trance. Enthralled, ha e showed a dance performanceTo cheer up everybody around!!
Poem 3 The Duck didn'tGive up	The duck made up her mind The wind was strong and stormy; it had to swim across the river The daunting task wasn't any easier. Making rows of her feet She braved out the currents Thus, she made it across, all fearless; without a single thought of surrender.
Poem 4 I am a Rabbit	I am a Rabbit, let me something important! I run off the moment anyone tries to catch me.I am a fast runner, it's pretty known, My speed is a blessing—a gift of God!But no one realizes it tires me at timesYet, in running I give my best shot.
Poem 5 The drenched wetFish	A damped dunked fish in the watery wet water It bounced and gamboled excitedly when given the mealIf called with love It comes running happily, Spattering, splattering, swashing its tail.

Procedure

Neumann's and Herodotou's (2020) YouTube video 17-item evaluation rubric was adapted and extended to a 21-pointer rubric to comparatively evaluate the educational value of Urdu and English animated NRs based on the original four main criteria, viz age appropriacy, content quality, design features, and learning objectives (Neumann & Herodotou, 2020). The extension comprises three more questions covering specific areas of a child's language, moral and socio-cultural development, respectively. The additional questions, as added sub-criteria, are listed below:

Question 2: Are the overall audio-visual effects age-appropriate?
Question 11: Does the video have a hidden moral for the child?
Question 18: Does the rhyme video facilitate learning of cultural values?

For the sake of reliability, the researchers engaged two working mothers to score the five Urdu and five English animated nursery rhymes. Both working mothers were tertiary-level English language teachers. To begin with, the mothers and authors of the study piloted the rubric and co-scored a test video. Once assured the mothers knew how the scoring worked, the videos were shared with them. Of the total 210 items scored across the 10 videos (10 videos × 21 items), there were 186 agreements and 24 disagreements identified. SPSSwas used to calculate the level of interrater reliability. Cronbach's Alpha shows .732 which indicates substantial agreement between the scorers. The Asymptotic confidence interval is 95%.

DATA ANALYSIS

According to Table 3, having a "valid 100%" in this interrater reliability analysis implies that all the data points were complete and appropriate for analysis, enhancing the reliability of the findings and enabling a more precise evaluation of the interrater agreement on the three-point scale.

Table 3: ***Case Processing Summary***

		N	%
Cases	Valid	4	100.0
	Excluded	0	.0
	Total	4	100.0

The 100.0 valid value of cases and 0 exclusion of items in the case processing summary prove the that "the rubric can canvass a comparative evaluation of Urdu and English animated nursery rhymes." It also helps prove that the rubric can be expanded to encompass broader aspects children's linguistic, socio-cultural and ethical development through animated nursery rhymes. It also positively answer RQ1: "Can the rubric applied on Urdu nursery rhymes as well?" and RQ 2: "Can the

rubric be expanded to encompass broader aspects children's linguistic, socio-cultural and ethical development through animated NRs?"

Table 4: ***Reliability Statistics***

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.941	.947	8

Cronbach's alpha has a range from 0 to 1. Here, higher numbers suggest greater internal consistency. Given the fact, Cronbach's alpha value of .941 and value of .947 based on standardized items in Table 4 show that the scale has outstanding inter-rater reliability compared to the 3-point scale. It indicates a high degree of agreement or consistency among the 3-point ratings of the four raters. Table 2 of Reliability Statistics validates that the rubric with 21 sub-criteria questions applies to NRs in other languages and can be applied to a comparative evaluation of Urdu and English-animated NRs. The Table positively answers the RQs 1 & 2 that the rubric with 21 sub-criteria questions applies to NRs in other languages and can be applied to a comparative evaluation of Urdu and English-animated NRs.

Table 5: ***Descriptive Statistics Urdu Nursery Rhymes***

	N	Minimum	Maximum	Mean	Std. Deviation
RATER1	105	.00	2.00	1.7619	.56371
RATER2	105	.00	2.00	1.7238	.54588
Valid N (listwise)	105				

Table 6: ***Descriptive Statistics English Nursery Rhymes***

	N	Minimum	Maximum	Mean	Std. Deviation
RATER1	105	.00	2.00	1.9714	.21738
RATER2	105	.00	2.00	1.9143	.36988
Valid N (listwise)	105				

The mean evaluation of Urdu nursery rhymes by rater 1 is 1.97, while the mean evaluation by rater 2 is 1.91. In comparison, the mean evaluation of English nursery rhymes by rater 1 is 1.97, while the mean evaluation by rater 2 is 1.91.It appears that both raters evaluated English nursery rhymes more positively than Urdu nursery rhymes. The difference between the mean evaluations of the two raters for both Urdu and English nursery rhymes is relatively small.

Table 7: ***Inter-rater Reliability English Nursery Rhymes***

			RATER2		
			NO EVIDENCE	PARTIAL EVIDENCE	FULL EVIDENCE
RATER1	NO EVIDENCE	Count	0	0	1
		% RATER1	0.0%	0.0%	100.0%
		% RATER2	0.0%	0.0%	1.0%
	PARTIAL EVIDENCE	Count	1	0	0
		% RATER1	100.0%	0.0%	0.0%
		% RATER2	33.3%	0.0%	0.0%
	FULL EVIDENCE	Count	2	3	98
		% RATER1	1.9%	2.9%	95.1%
		% RATER2	66.7%	100.0%	99.0%
Total		Count	3	3	99
		% RATER1	2.9%	2.9%	94.3%
		% RATER2	100.0%	100.0%	100.0%

Table 8: ***Cross Tabulation***

			TOTAL
RATER1	NO EVIDENCE	Count	1
		% within RATER1	100.0%
		% within RATER2	1.0%
	PARTIAL EVIDENCE	Count	1
		% within RATER1	100.0%
		% within RATER2	1.0%
	FULL EVIDENCE	Count	103
		% within RATER1	100.0%
		% within RATER2	98.1%
Total		Count	105
		% within RATER1	100.0%
		% within RATER2	100.0%

Table 9: ***Cohen Kappa***

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.106	.098	1.605	.108

N of Valid Cases	105

The results of this study indicate that there was low agreement between raters in evaluating the quality of English nursery rhymes using a rubric that included 21 items related to age appropriateness, content quality, design features, and learning objectives. The Cohen's kappa value for the study was .106, indicating poor agreement between the raters. There are several possible reasons for the low agreement observed in this study. One possibility is that the raters had different interpretations of the rubric's criteria, leading to differences in their evaluations. Another possibility is that the raters had different expectations for what constitutes "full evidence" for each of the design features, content, and learning objectives. Additionally, it is possible that the raters had biases or lacked experience in evaluating nursery rhymes. To address these issues, it may be helpful to provide more detailed guidance and training to raters to ensure that they have a shared understanding of the rubric's criteria and expectations. Additionally, it may be useful to revise the rubric to make it clearer and more specific, and to provide more training and feedback to raters to help them improve their evaluations. Overall, the results of this study suggest that there is room for improvement in the evaluation of English nursery rhymes using rubrics. More research is needed to identify the specific factors that contribute to low agreement between raters, and to develop more effective rubrics and evaluation methods for assessing the quality of nursery rhymes.

Table 10: ***Inter Rater Reliability in Urdu Nursery Rhymes***

			RATER2		
			NO EVIDENCE	**PARTIAL EVIDENCE**	**FULL EVIDENCE**
RATER1	NO EVIDENCE	Count	2	2	3
		% RATER1	28.6%	28.6%	42.9%
		% RATER2	40.0%	10.5%	3.7%
	PARTIAL EVIDENCE	Count	2	3	6
		% RATER1	18.2%	27.3%	54.5%
		% RATER2	40.0%	15.8%	7.4%
	FULL EVIDENCE	Count	1	14	72
		% RATER1	1.1%	16.1%	82.8%
		% RATER2	20.0%	73.7%	88.9%
Total		Count	5	19	81
		% RATER1	4.8%	18.1%	77.1%
		% RATER2	100.0%	100.0%	100.0%

Table 11: ***Cross tabulation***

RATER1	NO EVIDENCE	Count	Total 7
		% RATER1	100.0%
		% RATER2	6.7%
	PARTIAL EVIDENCE	Count	11
		% RATER1	100.0%
		% RATER2	10.5%
	FULL EVIDENCE	Count	87
		% RATER1	100.0%
		% RATER2	82.9%
Total		Count	105
		% RATER1	100.0%
		% RATER2	100.0%

Table12: ***Cohen Kappa Urdu Nursery Rhymes***

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.213	.092	2.786	.005
N of Valid Cases		105			

The results of this study indicate that there was moderate agreement between raters in evaluating the quality of Urdu nursery rhymes using a rubric that included 21 items related to age appropriateness, content quality, design features, and learning objectives. The Cohen's kappa value for the study was .213, indicating fair agreement between the raters. The moderate agreement observed in this study suggests that the raters had shared understanding of the rubric's criteria and expectations, and were able to evaluate the nursery rhymes in a consistent and reliable manner. However, there is still room for improvement in the evaluation process, as a kappa value of .213 indicates that there were still some differences in the raters' evaluations.

To further improve the evaluation process, it may be helpful to provide more detailed guidance and training to raters to ensure that they have a clear understanding of the rubric's criteria and expectations. Additionally, it may be useful to revise the rubric to make it clear and specific, and to provide more training and feedback to raters to help them improve their evaluations. Overall, the results of this study suggest that there is potential for effective evaluation of Urdu nursery rhymes using rubrics. Additional research is needed to identify the specific factors that contribute to differences in evaluation, and to develop more effective rubrics and evaluation methods for assessing

the quality of nursery rhymes in Urdu.

DISCUSSION

The current study is based on an adaptation of Neumann's and Herodotou's video evaluation rubric to assess and compare the overall educational quality of Urdu and English animated nursery rhymes. For the purpose five Urdu and five English rhyme videos were selected on the criteria ofpopularity and recency in terms of date of release, statistics of views and likes, as well as topical similarity. Neumann's and Herodouto's rubric are developed around age-appropriateness, content quality, design features and learning objectives. It provides a comprehensive yardstick for the evaluation of the educational quality of animated nursery rhymes.

The kappa value for nursery rhymes in Urdu stood at 0.213, while that for nursery rhymes in English was 0.106. A higher value of kappa for Urdu nursery rhymes compared to English nursery rhymes suggests that the two raters were more in agreement for Urdu nursery rhymes. A higher level of agreement between raters could be due to the factors like greater familiarity with the language, a clearer understanding of the content of the nursery rhymes, or a better understanding of the evaluation criteria. Thus the data answers RQ1 by revealing that the rubric provides the basic criteria for the evaluation of the Nursery rhymes that is applicable to evaluation of video nursery rhymes in any other language. Similarly the agreement between rater for Urdu nursery rhymes shows that it effectively contribute to children's socio-cultural and linguistic development which answers RQ2. Both raters consistently gave selected animated Urdu nursery rhymes better ratings than English rhymes. English nursery rhyme videos have longer and simpler lyrics with easier-to-understand language from the perspective of the evaluation criteria. English rhyme videos have greater animation, displaying a perfect synchronization between music, words, and the characters' interactive motions. Old nursery rhymes like "Baby Shark Doo Doo" and "1, 2, 3, 4, 5; once I caught a fish alive" are included here, albeit in newer renditions. The animated nursery rhymes in Urdu used for this study are from Gluco Kahani's (Gluco Tales) relatively recent releases. In March 2020, all five Urdu rhyme videos were released. The popularity of Gluco Kahani rhymes among Urdu speakers and users has increased as a result of their recent appearance and sustained presence on the YouTube platform. Animals appear as the main protagonists in each video. As a video plays, the music and lyrics tempo up and down. Like subtitles, song lyrics flash on the screen to help viewers understand what is being heard. However, agreement range on certain aspects of English animated nursery rhymes remained between 38 and 42. On the contrary, Urdu animated nursery rhymes were scored between 26 and 38. This clearly points to the fact that regardless of the viewership, developers of Urdu animated nursery rhymes need to further polish the quality of animations, introduce human characters, tweak the symphony between lyrics and animations, and use simpler Urdu to facilitate the young

audience with language skills in Urdu.

RECOMMENDATIONS

This project is an extension of the rubric of Neumann's and Herodouto's for determining the educational value of YouTube videos made for young children of Urdu language age, which is supported by theory and design principles. These standards can be used to choose YouTube videos of high quality and analyze their educational value for young children. The study only included two raters which limit the generalizability of the result, further study only evaluated small number of nursery rhymes, which may not be representative of the enormous collection of nursery rhymes and this study did not investigate the potential impact of rater's biases on the evaluation of nursery rhymes. Future studies are required to study a wider and more varied selection of children's video content and genres to thesuggested scoring system. Examining the immediate consequences of watching YouTube on learning outcomes would also be a great resource for understanding the advantages and negativeaspects of YouTube. Testing the rubric's ecological validity is also necessary. With guardians at home, educators in the classroom, and content producers in place to thoroughly evaluate its efficacy. With this strategy, young children will have improved early learning, information technology, and educational experiences at home and at school, as well as opportunities to view high-quality YouTube based learning content.

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