

**EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON
KNOWLEDGE REGARDING ADVANTAGES OF
MOBILE PHONE AMONG SCHOOL GOING
CHILDREN AT SELECTED SCHOOL,
VILLUPURAM, TAMILNADU.**

DISSERTATION SUBMITTED TO
THE TAMILNADU DR.M.G.R.MEDICAL UNIVERSITY, CHENNAI
IN PARTIAL FULFILLMENT OF REQUIREMENT FOR THE PG DEGREE OF
MASTER OF SCIENCE IN NURSING
OCTOBER 2020

Internal Examiner:

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**ENDORSEMENT BY THE HOD, PRINCIPAL OF THE
INSTITUTION**

This is to certify that the Dissertation title “**QUASI EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON KNOWLEDGE REGARDING ADVANTAGES OF MOBILE PHONE AMONG SCHOOL GOING CHILDREN AT SELECTED SCHOOL, VILLUPURAM.**” is a bonafide research work done under the guidance of Mrs.Shrilekha, Associate professor cum HOD in Child Health Nursing, E.S College of Nursing,V.Salai, Villupuram, in partial fulfillment of the requirement of **MASTER OF SCIENCE IN NURSING** under the Tamilnadu Dr.M.G.R.Medical University, Chennai.

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LIST OF ABBREVIATIONS

ICMR	-	Indian Council for Medical Research
CDC	-	Centre for Disease Control
CINHAL	-	Cumulative Index to Nursing and Allied Health
GBD	-	Global Burden of Disease
ICCR	-	Indian Centre For Collaborative
MEDLINE	-	Medical Literature Analysis and Retrieval System online
SD	-	Standard Deviation
CURES	-	The Chennai Urban Rural Epidemiology Study
CUPS	-	The Chennai Urban Population Study
VAT	-	Video assisted teaching

LIST OF SYMBOLS

=	-	Equals to
<	-	Less than
>	-	More than
%	-	Percentage
-	-	Minus
P	-	Significance
N	-	Total number of samples
n	-	No of sample in each group

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ABSTRACT

Quasi experimental Study to assess the effectiveness of video assisted teaching on knowledge regarding Advantages of Mobile Phone among School Children at Selected School, Villupuram.

Aim:To assess the effectiveness of Video assisted teaching on level of knowledge regarding advantages of mobile phone among school children **Objectives:** (i)To assess the pre and post test levels of knowledge regarding advantages of mobile phone among school children in control and experimental group. (ii) To assess the effectiveness of Video assisted teaching on level of knowledge regarding advantages of mobile phone among school children in experimental group. (iii) To compare the post test level of knowledge regarding advantages of mobile phone among school children in control and experimental group. (iv) To associate the pre test level of knowledge regarding advantages of mobile phone among school children with selected socio demographic variables in control and experimental group. **Methodology:** A quasi-experimental study was carried out to assess the effectiveness of Video assisted teaching on level of knowledge regarding advantages of mobile phone. 100 samples (50 control and 50 experimental) were selected by using non probability purposive sampling technique. The pre and post test level of knowledge was assessed by using structured knowledge questionnaires in both group. **Results:** The experimental group pre test mean is 7.24 with the standard deviation of 1.68. The post test mean is 16.48 with the standard deviation of 1.8. The mean difference of pre and post test is 9.24; standard error is 0.28. the 'T' value of experimental group is 33 is Highly Significant The post test mean difference between the control and experimental group is 9.44 and standard error is 0.34. The 't' value of post test knowledge is 27.76. **Conclusion:**the study concluded that video assisted teaching improves the level of knowledge regarding advantages of mobile phone.

INTRODUCTION:

Mobile phone is a small, portable communication device that enables people to make phone calls whenever where they are. Signal transmission is the very basic concept for mobile phone. The convenience of mobile phone is allowing people to communicate

with one another without the limitation of regions and time. Mobile phone is a device providing two-way communication. The technology influencing on mobile phone started back in the mid twentieth century.

Smart phone is the new generation of mobile phones, they have emerged over the last few years and already have conquered the market. Smartphone with their mini keyboards are not just phones, but have computer functions as email, calendar and address book, and office programs for reading and editing. The multimedia phone features such as camera, video, sound recordings or podcasting is advanced and can compete with specialized equipment. Smartphone can be customized with new software, and the variety of these programs are increasing. The social communication platforms (like Facebook, Twitter, Instagram, WhatsApp, etc.), GPS functions and games are especially popular. Today Smartphone's enable consumers, advertisers and publishers how to better engage, socialize using the ubiquitous experience this advanced platform by leveraging it's of the firm.

Smartphones offer their own set of advantages and disadvantages - we only need to understand how to make the best use of these devices. However, smartphones are not just for adults. Even children of all ages use or own a mobile phone. Excessive smartphone usage among children is a worrisome issue among parents. But, in a world where technology plays such an important role, it is extremely difficult to keep children away from smartphones. It is true that excessive smartphone usage & smartphone addiction isn't good for anyone, especially children. But, in retrospect, there are certain advantages of smartphones for children if parents teach them to make use of this technology in the right way.

Instead of focusing on the disadvantages, focus on the benefits that your child can reap from the latest technology. Here are some of the advantages of smartphones for children that parents should know about. One of the most important advantages of smartphones for children is that it is a great way for kids to improve their knowledge. Almost all the latest mobile phones offer access to the internet. In earlier days, books were the only source of gaining knowledge. However, digitalization has turned things around. With so many educational apps and websites available, children can find help to figure their algebra question or write down a difficult literature assignment. These educational apps help make the learning experience easier for kids.

OBJECTIVES

1. To assess the pre and post test levels of knowledge regarding advantages of mobile phone among school children in control and experimental group.
2. To assess the effectiveness of Video assisted teaching on level of knowledge regarding advantages of mobile phone among school children in experimental group.
3. To compare the post test level of knowledge regarding advantages of mobile phone among school children in control and experimental group.
4. To associate the pre test level of knowledge regarding advantages of mobile phone among school children with selected socio demographic variables in control and experimental group.

HYPOTHESIS

- **NH1**; There will be no significant difference in pre and post level of knowledge regarding advantages of mobile phone in experimental group and control group.
- **NH2**: There will be no significant difference in post test level of knowledge regarding advantages of mobile phone between experimental and control group.
- **NH3**: There will be no significant association between pre test level of knowledge regarding advantages of mobile phone among school children with selected socio demographic variables.

METHODOLOGY:

A Quasi-experimental pre-test and post test control group design was adopted for the study. The study was conducted at 2 Schools, Govt. High School, Radhapuram and Govt. High School, Vikkravandi, Villupuram. 100 samples were selected by using non probability purposive sampling technique. The pre and post test level of knowledge was assessed by using structured knowledge questionnaires in both groups.

RESULTS:

In control group among 50 samples in pre test level of knowledge inadequate knowledge is 48 (96%), Moderately adequate knowledge is 2 (4%) and none of them had Adequate knowledge. In post test level of knowledge, inadequate knowledge is 43 (86%), Moderately adequate knowledge is 7 (14%) and none of them had Adequate knowledge. The pre test mean is 6.3 with the standard deviation of 1.58; the post test mean was 7.04 with the standard deviation of 1.7.

In experimental group among 50 samples pre test level of knowledge, inadequate knowledge is 46 (92%), Moderately adequate knowledge is 4 (8%) and none of them had Adequate knowledge. In post test level of knowledge, none of them had inadequate knowledge, Moderately adequate knowledge is 16 (32%) and Adequate knowledge is 34 (68%). Pre test mean is 7.24 with the standard deviation of 1.68; post test mean is 16.48 with the standard deviation of 1.8.

The experimental group pre test mean is 7.24 and standard deviation is 1.68. The post test mean is 16.48 and standard deviation is 1.8. The mean difference of pre and post test is 9.24; standard error is 0.28. The 'T' value of experimental group is 33 is Highly Significant it indicates that the knowledge level of school children is improved after the video assisted teaching. Hence null hypothesis NH_1 is rejected.

The post test mean difference between the control and experimental group is 9.44 and standard error is 0.34. The 't' value of post test knowledge is 27.76. Hence it indicates the video assisted teaching improves the level of knowledge regarding the advantages of mobile phone among school children. Hence null hypothesis NH_2 is rejected. In control group pre test value there is an association between the level of knowledge with Religion and there is no association between age, sex, education of father, education of mother, occupation of father, occupation of mother, type of family, area of residence, birth order and type of mobile phone using. In experimental group pre test value there is no significant association between the level of knowledge with selected demographic variables.

CONCLUSION:

The finding of the study shows that in experimental group pre test mean is 7.24 and standard deviation is 1.68. The post test mean is 16.48 and standard deviation is 1.8. The mean difference of pre and post test is 9.24; standard error is 0.28. The 'T' value of experimental group is 33 it is Highly Significant. The post test mean difference between the control and experimental group is 9.44 and standard error is 0.34. The 'T' value of post test knowledge is 27.76. It indicates the video assisted teaching improved the level of knowledge regarding the advantages of mobile phone among school children. Hence the study concluded that video assisted teaching improves the level of knowledge regarding advantages of mobile phone.

CHAPTER - I

INTRODUCTION

“The art challenges the technology, and the technology inspires the art”

- John Lasseter.

1.1 BACKGROUND OF THE STUDY:

Mobile phone is a small, portable communication device that enables people to make phone calls whenever where they are. Signal transmission is the very basic concept for mobile phone. The convenience of mobile phone is allowing people to communicate with one another without the limitation of regions and time. Mobile phone is a device providing two-way communication. The technology influencing on mobile phone started back in the mid twentieth century.

The very first mobile telephony service was in Sweden. The concept of mobile phone was invented during the Second World War by the American Dr.Martin cooper in April 1973 at New York. Mobile phones were invented because people wanted to communicate faster and at different locations. The whole world is gripped by the mobile craze. Whether it is a student, housewife, shopkeeper, rickshaw driver, and milkman, professional, rich or poor, almost everyone carries a cell phone in his/her hand. A Mobile phone is a must have item for many an average teenager. Many people spend more than six hours a day on their phones in talking, texting or playing games.

The earliest smart phone released is during the 1990's. But of course, with such technologies, people can do things easily and with that, more and more people own Smartphone. In 21st century, almost all age group know how to operate a smart phone. Nowadays, even 2 years old knows how to play games and watch YouTube in Smartphone. Smartphone has invariably provided advantages that can be used in our everyday life, include a new and interesting dimension of learning, it explores the virtual reality of media which include augmented reality, dictionaries and encyclopaedia. Children can also download health and safety apps in the smart phone.

Children are digital natives, but to some extent. Most children acquire easily and quickly basic operational skills. Some have acquired also more advanced online

competencies: they can control and install a wide range of applications, and they can search on the Internet. In this, young users that do not master reading yet, rely in their use on their recognition of logos and images. This strategy makes them effective in finding their way even on language-based website or apps as. Some among the older have become acquainted with social networks and messengers (Skype and Whats App), especially if family members are distant. Few use digital technologies not only as passive consumers but also in a creative way. Yet, they also encounter situations that they do not manage, for which they have to ask for help. Their capabilities are limited by their state of cognitive development. Risks are probably higher when children still do not fully master reading skills or control critical thinking or distinguish easily the frontier between real and the unreal. As children do not naturally learn how to use new media technology on an advanced, safe and autonomous standard, they cannot be described as Digital Natives alone nor can they be considered as such. Therefore, as in all other dimension of learning, guidance from parents, carers, and teachers is mostly needed.

Over the past few decades, influence of technology upon children and education has been immense. Education was once equated with money, but things have changed. Great education for your children is no more a dream. It's affordable. Even average families can afford a mobile phone in which applications can be downloaded.

While there are a lot of applications available at the app store, choosing the right one for your child can change the way they look at the process of learning. Educational apps are making things easier for children to understand. Books are often found to be tiring and boring for children while replacing them with colourful pages and moving animations can make learning fun to the core.

Benefits of Using Mobile Applications in Education

1. Enhanced Interaction

Experts say that apps in education can make children more interactive and activate better engagement between parents and children. The most effective way is to engage with the children while they are using applications. Interaction tendency in children is enhanced by mobile applications.

2. Novel learning techniques

Thoughts of traditional methods of learning accompany a generic feeling of boredom. They do not favour drifting from the monotonous learning patterns of restricted and upright book learning, thus dissipating the engagement factor. Technology in the guise of apps is helping those looking for some newness in the universe of learning. In addition to the feel of novelty, apps add an element of fun and involvement to the learning process. Through games, puzzles or other challenging tasks, app learning stimulates the brain cells to actively metabolize the input unleashing a new perspective.

3. Parent-teacher communication

The ideal concept of frequent parent teacher interactions finds its space in the articles and books regarding performance enhancement but not in reality. Owing to the tight schedule of both the parties, it is just not possible to maintain the rapport through physical interactions. But now, we have apps. Teachers can attend to the queries of the parents anytime and anywhere through an ominous device called the phone. This fosters transparency regarding the child's growth at school.

4. Online resources

The power of digital world lies in the ginormous amount of resources that fill its nooks and corners. The wealth of this platform implicates its popularity among knowledge seekers. The reach of this platform makes it a favourite to people who cannot afford the luxury of full-time courses in schools or colleges. Mobile applications help them access a compendium of eBooks and pdfs and other online materials and the freedom to access it beyond the boundaries of time and space.

5. Entertainment

According to studies, mobile apps promote entertainment. Learning is no more a passive activity, it's active with applications. Lessons transforming to games can change the face of education. Children will enable a kind of interest in learning. Level based apps instil determination to pass each level. Apps without doubt enhance education. No more boring home works and tough class lectures.

6. Availability 24/7

Unlike school, mobile applications are available round the clock. No need to be worried about schedules. Anywhere can be a classroom. App learning is not time-bound learning, its relaxed learning.

Most of the apps promote child-friendly control. Children should only need to reach out for the device when they feel like learning. Little ones can operate it without much effort.

7. Leisure Hours Utilization

No responsible parents want their kids to get addicted to the “idiot box”. Too much internet usage and talking over the phone for hours are not wise options for killing time. This is where mobile apps prove their worth. Mobile app learning is one among the wisest choices of utilizing your free time actively.

If a child has lots of leisure time, it can be utilized to learn something new with the help of a learning app. Entertainment guaranteed without wasting time.

8. Routine tasks

It's a relief to get all the mundane tasks done with a few taps. Be it tasks like fee payments, other transactions which require us to stand in a queue for hours or the laborious job of marking attendance that drives teachers crazy with the amount of paperwork smiling back at them each day. All this drudgery has been put to an end simply by having apps in place. The life of each individual associated with the ecosystem is now simple and functioning, more efficient.

9. Filling in the gaps

The wheel of time has spun to drive the progress to land us into the world we live in today. The advancement that schools have seen eliminated a lot many glitches that prevailed in the education system. A major one is being the lack of interaction between the teachers and the teachers. Apps and websites have been created to help reduce the gap not just between the students and the educators but also among parents

and the teachers. Students and parents can be kept in the loop of every event, schedule change or announcement.

10. Better Earth

While millions of trees are cut down for making papers for the traditional method of learning, mobile apps in education requires just a download. It means a greener earth for future generations. Mobile learning process has sustainability. Completing a lesson with an app is much more effective as it is learning from experience rather than from compulsion.

11. Systematic Learning Activated

Smart learning is one thing and systematic learning is next. App based learning enables both. Mobile apps help in systematic learning. Apps are arranged in such a way that, it promotes not only a craving for learning but systematic learning. The apps are arranged in a systematic way that it becomes possible for students to go with the flow without even realising.

12. Portability

There are no constraints for mobile phones. They can be constant companions of parents and students. Thereby, apps are available to children anywhere, anytime. Learning will not be confined to the classrooms alone.

13. More Than Just Children

It's a misconception that only children are benefited out of the apps. Teachers and parents also benefit from using educational apps. Teachers can make use of apps in classrooms. There are apps that help teachers to plan teaching materials. App based learning allows teachers and parents more time to discuss lesson plan for better interactive classes. While selecting apps for children, parents and teachers can contribute a lot.

14. Sustainability

Using mobile apps for learning is more sustainable compared to the traditional learning methods which include papers, pencils, and pens. Getting reference notes is very simple in mobile learning- just download it. This results in a lesser number of trees being cut down every year.

15. Instant Updates

There are some apps which are not only meant for learning but also to stay updated about campus events, timetables, alerts and other important information. Soon apps will allow you to do the educational related payments such as tuition fees, library fines, etc. They also provide opportunities to interact with students throughout the life cycle of prospects, enrolled students, and alumni.

16. Track Your Children's Progress

With some apps, you can track your children's progress which is one of the important things that every parent wants to know. Along with the progress, you can visualize how each app is helping your children to improve their skills such as reading, maths and much more.

17. Staying connected

Educational apps are the best way for children to stay connected with their teachers. Though the way of learning through apps is entirely different from the traditional learning method, it adds value to the entire process.

Apps for Betterment All the Way

- Over 20 million students use Google apps for education
- The use of Google apps for education has increased 100% by 2 years
- Opting Google apps for education can save up to \$1.5 Million per year in classrooms
- 72 of the top 100 universities in the United States use Google apps.
- 73% teachers access digital content from their handheld mobile device
- Mobile networks are accessible to more than 90% of the world's population

1.2 NEED FOR THE STUDY:

Smart phone is the new generation of mobile phones; they have emerged over the last few years and already have conquered the market. Smartphone with their mini keyboards are not just phones, but have computer functions as email, calendar and address book, and office programs for reading and editing. The multimedia phone features such as camera, video, sound recordings or podcasting is advanced and can compete with specialized equipment. Smartphone can be customized with new software, and the varieties of these programs are increasing. The social communication platforms (like Face book, Twitter, Instagram, Whats App, etc.), GPS functions and games are especially popular. Today Smartphone 's enable consumers, advertisers and publishers how to better engage, socialize using the ubiquitous experience this advanced platform by leveraging it's of the firm.

Smartphone offer their own set of advantages and disadvantages - we only need to understand how to make the best use of these devices. However, Smartphone are not just for adults. Even children of all ages use or own a mobile phone. Excessive Smartphone usage among children is a worrisome issue among parents. But, in a world where technology plays such an important role, it is extremely difficult to keep children away from Smartphone. It is true that excessive Smartphone usage & Smartphone addiction isn't good for anyone, especially children. But, in retrospect, there are certain advantages of Smartphone for children if parents teach them to make use of this technology in the right way.

Instead of focusing on the disadvantages, focus on the benefits that your child can reap from the latest technology. Here are some of the advantages of smartphones for children that parents should know about. One of the most important advantages of Smartphone for children is that it is a great way for kids to improve their knowledge. Almost all the latest mobile phones offer access to the internet. In earlier days, books were the only source of gaining knowledge. However, digitalization has turned things around. With so many educational apps and websites available, children can find help to figure their algebra question or write down a difficult literature assignment. These educational apps help make the learning experience easier for kids.

Parents always complain about children spending more time on Smartphone instead of the playground. If your child enjoys playing games on Smartphone, then you can use this to your advantage. All the latest Android mobile phones come with Play Store, which has a wide range of educational & brain games.

There are apps like:

- Math Ninja
- Stack the Countries
- Hangman and much more

These apps are a fun way to keep your children learning even outside the classroom. Isn't this the perfect way to keep children engaged while they also learning something educational and get smarter?

All smartphones come with built-in GPS. This becomes an advantage if you want to keep a track on your child's location. Additionally, children can get in touch with you in case of an emergency. Most Smartphone have shortcuts which allow the user to contact people in emergency situations just at the click of a button. This again is one of the most beneficial advantages of Smartphone for children.

We might not have realized it, but Smartphone are great time-keep devices. From making use of the alarm function to setting reminders with the help of the calendar - Smartphone can do it all. It is a great way for children to keep a track on time and important dates. Children can make use of the calendar & reminder feature to set reminders for assignments & exams.

Roy Rillera Marzo et.al (2016) conducted a cross sectional study is to determine the extent of the influences of Smartphone on school children and perception of school children on smart phones. This objective is to explore the social behaviour, academic performance and health aspects. This study investigated the influences of smart phone and the perception of school children on smart phone in social behaviour, academic performance and health aspects. The study was carried out using convenient sampling method and using cross sectional study. Three primary schools were selected in Muar district. Each school are composed of Malay, Chinese and Tamil primary school. The questionnaire distributed was composed of 30 questions which include the

social demographic, social behaviour, academic performance and health aspect. Over half of the school children owned a smart phone. From the social behaviour aspect, 145 students disagreed with having emotional changes while away from phone. 166 students supported the idea of not extending the time spent on smart phone. From the academic performance aspect, over half of the respondents agreed to the idea of banning the usage of smart phone in school compound. Hypothesis failed. The school children are not easily influenced by the smart phone and their perception on smart phone are good, as seen in the aspect of social behaviour and academic performance. However, the students have a moderate perception on smart phone from the aspect of health.

The investigator took this study to educate the school children about the advantages of mobile phones they will know about the learning apps and safety apps, which will motivate the children to use the mobile phones in the safe manner and helps to develop their intellectual skill by using the education and learning applications available in the mobile phones. Hence it helps the children to focus on good one and also prevent the malpractice of mobile.

1.3 STATEMENT OF THE PROBLEM

Quasi experimental Study to assess the effectiveness of video assisted teaching on knowledge regarding Advantages of Mobile Phone among School Children at Selected School, Villupuram.

1.4 OBJECTIVES OF THE STUDY

1. To assess the pre and post test levels of knowledge regarding advantages of mobile phone among school children in control and experimental group.
2. To assess the effectiveness of Video assisted teaching on level of knowledge regarding advantages of mobile phone among school children in experimental group.
3. To compare the post test level of knowledge regarding advantages of mobile phone among school children in control and experimental group.
4. To associate the pre test level of knowledge regarding advantages of mobile phone among school children with selected socio demographic variables in control and experimental group.

1.5 HYPOTHESIS

NH1: There will be no significant difference in pre and post level of knowledge regarding advantages of mobile phone in experimental group and control group.

NH2: There will be no significant difference in post test level of knowledge regarding advantages of mobile phone between experimental and control group.

NH3: There will be no significant association between pre test levels of knowledge regarding advantages of mobile phone among school children with selected socio demographic variables.

1.6 OPERATIONAL DEFINITIONS

1.6.1 Quasi experimental

Quasi experimental designs have an element of manipulation is more suitable for real natural world setting than true experimental designs.

1.6.2 Assess

It refers to testing the information gained by the school children regarding the advantages of mobile phone.

1.6.3 Effectiveness

It refers to the extent to which the video assist teaching will be helpful in gaining the knowledge regarding advantages of mobile phone among school children.

1.6.4 Mobile phone

A telephone with access to a cellular radio system. Student parents are use iPods, Android, 4G, and tablet mobiles.

1.6.5 Video assisted teaching

It refers to importing knowledge to the school children about the advantages of mobile phone by using video clips.

1.6.6 Knowledge

It refers to the response of school children regarding advantages of mobile phone.

1.6.7 School children

It refers to the children with age group of 8 - 13 years and regularly attending the schools.

1.7 DELIMITATION

1. The study is limited to 100 samples.
2. Study period is limited to 4 weeks only.
3. The study limited to selected settings as Govt. High School Radhapuram and Government High School Vikkravandi, Villupuram.
4. Students of the parents who are using advanced mobile phone.

1.8 CONCEPTUAL FRAMEWORK

Conceptual framework refers to concepts that offer a frame work of proposition for conducting research.

The conceptual framework adopted up for the study is **modified model of Daniel L. Stuffle Beam's Evaluation Model of planned programme (1983)**. The model is based on the premise that relevant information is foundational to sound judgments about the relative merits of alternatives available in the evaluation process. He proposes four decision types developed by crossing an "ends-means dimension and an intended-actual dimension". The four elements of the model are context, input, process and product; thus named "CIPP" model.

The model is adopted in a modified form for the present study. According to the model content identifies discrepancies between intended and actual program outcome and the evaluators can develop casual explanation for the discrepancies.

The core value for present study is enhancing knowledge regarding advantage of mobile phone among school children's.

CONTEXT EVALUATION

According to the this study the context evaluation are the demographic variables (Age, Sex, education of mother & father, occupational of mother and father,type of family, Residence and birth order).

INPUT EVALUATION

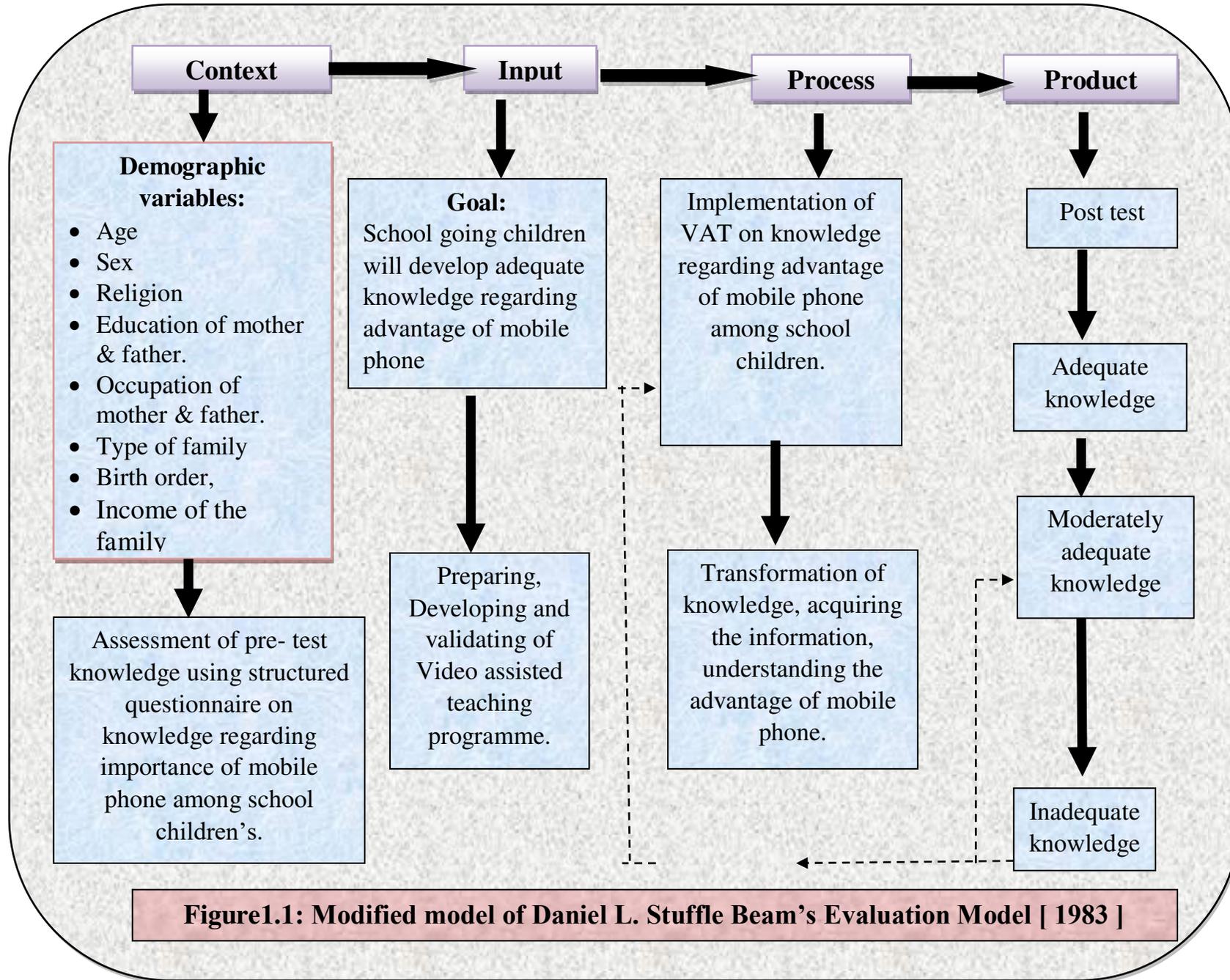
According to the investigator the goal of a present study is improving knowledge regarding advantage of mobile phone among school children's. The input evaluation of present study is developing knowledge among school students by educating them.

PROCESS EVALUATION

The goal of the process evaluation is to identify actual or potential defects in either the program design or its implementation. Process evaluation of the present study is implementing the video assisted teaching programme which includes the basic information about mobile phone, purpose and advantages of mobile phone and also effects of mobile phone among school students. The process evaluation here includes, imparting knowledge among school students of selected schools at villupuram district.

PRODUCT EVALUATION

The product evaluation of present study is post test evaluation of the knowledge regarding advantage of mobile phone. Knowledge is interpreted as adequate knowledge, moderately adequate knowledge and inadequate knowledge.



CHAPTER - II

REVIEW OF LITERATURE

Introduction:

Review of the related literature is one of the first steps in research process. It consists of summary of findings of research carried out in the past on same directly and indirectly related topics. This review provides insight to the researchers regarding what is already known and what remains to be tested regarding the topic of research. It guides the researcher to avoid duplication and provides useful suggestion for further research of given topic.

Therefore, the aim of this chapter is to review the literature on mobile phone related work. In other words, in this chapter, the studies which have been undertaken by various researchers in India and abroad in relation to mobile phone have been reviewed.

The Chapter is divided as under,

- 2.1: Studies related to electronic gadgets
- 2.2: Studies related to mobile phones
- 2.3: Studies related to Advantages of mobile phones
- 2.4: Studies related to effects of mobile phones

2.1: STUDIES RELATED TO ELECTRONIC GADGETS

Huesmann L R (2017) conducted a study with an objective to understand the perceptions of violence among adolescents. The sample consisted of 40 children in the age group of 11-13 years and 15-17 years, divided into two groups of 20 boys and 20 girls each. Formal interviews were conducted with the help of questionnaires and picture presentation. The study revealed that violence was seen as a negative term and was unanimously condemned by the respondents. Younger children were unable to distinguish between violence and aggression. Violence was generally associated with the male sex and this was seen across all ages and both genders. Media, especially television, was seen to have massive impact on children's perceptions of violence, being the main

.source of information. The Researcher suggests that reduction of social ills likes poverty, unemployment, etc., and better parental guidance would help in moulding the thoughts of young minds and thus can control the increase in crime and violence.

Kosmas.Kiatrungrit and Sirichai Hong Sanguansri (2018) conducted a study to investigate the association of using mobile phone with fatigue, headache, dizziness, tension and sleep disturbance and provide health and social awareness. A total of 437 subjects (65.1% male and 34.9% female).A questionnaire was used to collect data to find out association of mobile phone with health hazards. The study result showed that the overall mean percentage for these clinical findings in all groups were headache (21.6%), sleep disturbance (4.%), tension (3.9%), fatigue (3%) and dizziness (2.4%).The findings showed an association between the use of mobile phones and health hazards. The study concluded that the use of mobile phone is a risk factor for health hazards and suggest that long term or excessive use of mobile phone should be avoided by health promotion activities such as group discussions, public presentations and through electronic and print media sources.

Dimonte.M and Ricchiuto. G (2018) conducted a survey related to mobile phone use and social interaction among young people in the society among 1011 students in Italy. The survey study confirms that the penetration of mobile telephony among the young matches with the national trend .86% of the teens (18-24 years) had at-least one mobile phone, 24% of them had multiple mobile phone, in addition most of them use mobile all the day. The researcher indicates that due to increased use of mobile phone the social interaction is reduced among young people. School operators should inform parents and the young adults about the possible risk of mobile phones.

Research in Human Genetic Department of Guru Nanak University (2014) found DNA and chromosome damage exposure to radio frequency (RF) signals generated by all phone effects physiological, neurological, cognitive and behavioral changes induces initiates and promotes carcinogenesis. Pregnant women embryos are at risk from cell phone radiation and several studies reveal link to breast cancer.

Calamaro, Mason, Ratcliffe (2014) conducted a study to identify and assess issues regarding youth social networking usage and the resultant impact on their social interactions. The sample size was 100 [50 teens 17-19yrs and 50 youths 20-22yrs]. The

findings of the study include 98 % are members in social networking sites and 68% interact with strangers. But 10% share their personal problems with online friends while 7% have very intimate relationship with their online stranger friends, and 20% are good friends with the virtual strangers. Thus, the study concluded that it is a positive indicator that Indian youth are not only techno-savvy and socially active, but they also possess social consciousness.

Jones .W. et al., (2015) conducted a study to assess the association between the postures and workstation characteristics on computer vision syndrome among 379 computer users at Atlanta. The results revealed that there is an association between the keyboard height and seated elbow height is ($r=0.60$), also there is an association between monitor height and seated eyes is ($r = 0.18$). There is no association of wrist extension with keyboard height ($r = 0.24$). $p<0.01$. This study concluded that the workstation characteristics will affect posture and it can lead to computer vision syndrome.

2.2: STUDIES RELATED TO MOBILE PHONES:

Sinhas and Wagh(2018) conducted a study to understanding Consumer's preferences and choices on the use of cell phone. The study measures consumer choices, preferences regarding mobile services and mobile usage. The study was based on primary data, collected from businessmen, employees, students, agriculturalists and others. The study area is Janupur, Eastern Uttar Pradesh district and sample size was 100 respondents and survey collected through questionnaire. The study concludes that majority of the consumers are prepaid consumers and prefer lower tariff followed by better service and considered 30 paisa as ideal call rate. Further study found that majority of the consumers is satisfied with service provided by mobile service provider. Further analysis was made that there was lack of coordination between service providers, handset manufactures and customers. Ultimately, the coordination between service providers and mobile phone manufactures play an important role in satisfying needs of mobile phone users. The study provides various thoughts and open up vistas for the mobile service providers to gain momentum and technological breakthrough in such a way so that this should be able to reach to the common man of the country.

Banumathy, and Kalaivani, (2016) conducted a study on “Customers’ Attitude towards Cell Phone Services in Communication System on the basis of survey method. The study is based on primary data, collected by way of survey from 300 respondents, consists of 189 from prepaid and 111 from posted schemes. This study attempts to know the type of calls attended period and nature of usage, effect on landline connection, use of SMS, reasons for choosing a cell phone and level of satisfaction of services. The study concludes that the overall consumers’ attitude towards cell phone services is that they are satisfied with the existing services but they will still want more services to be provided.

Desai Ashok (2017) conducted a study on “Revolution in India’s Telecommunications Industry” he studied further ownership pattern and financing of private communication pattern. This includes the growth and emergence of digital electronic technologies in the case of fix line and mobile technology. He stated that a village telephone is not of much use unless it unable villagers to talk to friends and relatives. In addition to it he further stated what is required to commitment developing the mobile systems providing and connecting the backward area including village to forward area. In short, a significant break in the trend has occurred in the mobile technology in the recent year.

Business India in November (2015) done a study on the size and the distance of communication industry decreased to the great extent to – 2G, 3G at present 4G revolution is taking place and therefore mobile system has increased its network from urban to rural area and from richer to poor.⁴Which shows that more than 600 million subscribers already exist and it may increase to 900 million by 2020 which indicate very fast development in the mobile business. There is lot of difficulties in using and handling the mobile phones and the cover story of Business India brought out this feature clearly. The uses of handset and talk time price are higher. It is not benefiting to a common man.

Bhatt (2016) conducted a study of mobile Phone Usage Among the Post Graduate Students” has studied mobile phone usage, duration of use, necessity, the spending on mobile phones, influencing factor for purchasing the mobile phone, awareness of medical side effects of the mobile phone usage amongst the post graduate student on the basis of primary data; which was collected at Sardar Patel University from 700 post graduate students. The results indicate that the usage and satisfaction level of mobile phone users differ from company to company.

2.3: STUDIES RELATED TO ADVANTAGES OF MOBILE PHONES

Karim,Sevari Department of Educational Psychology (2016) conducted a study to assess the advantages and disadvantages of mobile phones and their use in teaching and learning curriculum content is evaluated. Research method is done analytical. Important information is collected from valid references. Evidence shows that learning Via Voice, SMS text, Graphical displays, information extraction, Internet search, Camera and Video clips are a variety of mobile phone learning in education. Improvement and increasing of learners' understanding of difficult concepts, completion of teachers' instructions, meeting the needs and interests of learners, improvement of abilities & critical thinking skills, meaningful use of time and not to waste the class time are some of the advantages of cell phones in the education. Disadvantages of sending text messages via cell phones as a learning tool are also discussed.

J Clin Diagn Res (2015) conducted a study on prevalence of Mobile Phone Dependence (MPD) in secondary school adolescents. Cross-sectional, observational study conducted in secondary section of English-medium schools at Navi Mumbai (India). Four hundred and fifteen students studying in 8th, 9th and 10th standards of schools at Navi Mumbai (India) having personal mobile phone were randomly included in the study. Participant information like age, gender, family type, phone type, duration of use per day and years of mobile phone usage was recorded. They were administered an MPD questionnaire based upon the dependence syndrome criteria as per ICD-10. According to their responses, participants who fulfilled three or more of the diagnostic criteria were rated as having MPD. Mobile Phone Dependence was found in 31.33% of sample students. It was significantly associated with gender ($p=0.003$, OR=1.91, CI: 1.23-2.99), family type ($p=0.0012$), type of mobile phone used ($p<0.001$, OR=2.6, CI: 1.63-4.35), average time per day spent using mobile phone ($p<0.001$) and years of mobile phone usage ($p =0.004$, OR=2.4, CI: 1.31-4.55).

Mortazavi SM, Atefi M(2015) conducted a study on pattern of mobile phone use and prevalence of self-reported symptoms in elementary and junior high school students in shiraz, Iran. A total of 469 (235 males and 234 females; 250 elementary and 219 junior high school) healthy students participated in this study. The students were randomly selected from three different educational districts of the city. For each student, a questionnaire regarding the possible sources of exposure to electromagnetic fields or

microwave radiation, specially the pattern of mobile phone use, medical history and life style was filled out by interviewers. Only 31.42% of the students used to use mobile phones. The average daily time of using mobile phones in talk mode was 7.08 ± 21.42 minutes. Statistically significant associations were found between the time mobile phones were used in talk mode and some symptoms. Furthermore, a statistically significant association was found between the time mobile phones were used in talk mode and the number of headaches per month, number of vertigos per month, or number of sleeping problem per month. A significant increase was found in some self-reported symptoms among users of mobile phones. These findings are in line with what is widely believed regarding the higher vulnerability of children to exhibit symptoms from using mobile phones. The findings and conclusion of the present study should be viewed in the light the nature of symptoms measurement (self-report) and the knowledge and understandings of the participants about the symptoms.

Department of Health and Rehabilitation Sciences (2016) conducted a study to assess the impact of utilizing mobile phones to promote physical activity among post-secondary students: a scoping review commitment to regular physical activity may reduce the risks of chronic diseases for young adults. Internationally, the majority of post-secondary students are insufficiently active for health benefits. Novel health strategies and interventions utilizing mobiles phones could increase post-secondary students' physical activity levels. However, there is contradictory evidence to support the use of mobile phones to promote physical activity, and a scoping review could provide further insights into this topic. The purpose of this study was to conduct a scoping review to explore the existing literature and investigate what is currently known about the use of mobile phones to enhance physical activity levels among post-secondary students. A total of 84 articles were identified from the literature search, and six studies were selected for data analysis. Two major themes were supported by the evidence, which included: (I) the relationship between mobile phones and physical activity levels; and (II) students' perceptions of mobile phones. In conclusion, mobile phone technologies such as text message reminders could be included in health interventions to enhance post-secondary students' physical activity levels. There is limited evidence available on this topic and additional research is warranted to establish a clearer understanding of the relationship between mobile phones and post-secondary students' physical activity.

Dominique Russell (2016) A study conducted in the US reveals concerns held by some students about the risks involved with allowing mobile phones to be used freely at school. The research, *Hold the phone! High School Students' Perceptions of Mobile Phone Integration in the Classroom*, found that although seven out of 10 of students interviewed think mobile phones support learning, serious concerns still exist among 30 per cent of respondents, who feel the negative effects of smart phones justifies a school-wide ban. Across the 628 students surveyed, worries range from general distraction (for example, phones ringing during class) to fears about other students using smart phones to cheat, sex and cyber bully. Despite this, the study also found that 90.7 per cent of the students surveyed were using their mobile phones for school-related work. The authors of this study say that school policy makers should consider these findings and 'develop clear policies on appropriate classroom mobile phone use as well as consequences for their misuse ... expecting schools to completely eliminate the problems associated with mobile phone integration, however, is unrealistic; therefore, school stakeholders must carefully consider the benefits and barriers identified by students in determining policy.'

Dominique Russell (2015) conducted a study on teaching and learning with mobile computing devices from 2015 details the experiences of one Mathematics teacher, Steven, who uses an i Phone in class. 'Steve used his own i Phone to document students' work and attendance,' the study says. 'He uploaded scanned tests, quizzes, assignments, and photographs into a web-based software application called Ever note. Each of his students [primarily 9th and 10th graders] had a file in this program ... this was helpful to Steven when conducting formal and informal parent-teacher conferences and also when discussing with other teachers and administration.' Steven enjoyed the flexibility of mobile devices by holding class in locations other than his classroom, such as the auditorium and outside ... [and] he could use his i Phone to "pull up every document [he's] ever scanned in and get a much bigger, much more accurate picture" of a student's progress.' Although participants in this study say using a mobile device in the classroom involved the need for exploration and a lot of personal research, the authors suggest that with the growing trend of BYOD, schools should consider integrating mobile devices into lesson plans.

2.4: STUDIES RELATED TO EFFECTS OF MOBILE PHONES

Andrea Donitta.G, (2017) conducted a study to assess the effectiveness of video assisted teaching on knowledge regarding the ill effects of mobile phone usage among the adolescent and to educate the adolescents about the ill effects of mobile phone usage on health research design descriptive approach. Adolescents residing at Taramani in Chennai in 30 samples and non-probability convenient sampling technique structured interviewed guide was used to assess the knowledge regarding ill-effects of mobile phone usage among adolescent. Result out of 30 samples 90.0% of the samples had inadequate knowledge 10.0% had moderate knowledge and no samples had adequate knowledge about the ill effects of mobile phone usage. The study concluded there is enormous increase in mobile phone usage throughout the world due to the advancement in technology. As technology advances the mortality and the morbidity rate also increases. As health care professionals, we play our own individual role in boosting the knowledge on ill effects of mobile phone usage and the adolescents need to be aware about the ill effects of mobile phone usage thus being responsible for their own health.

Amanda Gardener, (2016) conducted a longitudinal study was conducted in effect of video teaching on dietary pattern and video game playing, in Guntur district among 324 children to evaluate the dietary pattern and video game playing. Data was collected by self-reporting methods including 24hours food recall, pen and paper and food records. The result obtained was range of body weight was from 14 to 68 kg and the body mass index (BMI) ranged from 9.8 to 29.8 kg/m². Their ages ranged from 6to 16 years and the children came from lower to middle socio-economic status households. Based on their BMI (41), 6.4% (n = 38) of the children were over weight. Our findings suggest that playing video game more frequently in adolescence or early adulthood is related to a faster BMI gain through to mid-adult life, particularly in females, and those more frequent playing video games in early adult life increases waist–hip ratio some years later.

Styne DM, (2017) conducted a study to assess the effectiveness of video teaching on knowledge regarding overweight and obesity among 407 school-going children of Lucknow city. Data was collected by questionnaire. The study concluded, only 141 (34.64%) were normal, 246 (60.44%) were undernourished, 17 (4.17%) were overweight, and 3 (0.73%) were obese. The risk of overweight/obesity was significantly higher in

children who played outdoor games for <30 min (OR13.97, 95% CI=1.96-2.83) and those who consumed fast foods (OR 9.17, 95% CI=1.28-1.86). In the present study, the important determinants of the overweight/obesity were father's education, father's occupation, class >8th standard, and outdoor playing <30 min, increased use of video/ or mobile games.

Kozier.N, (2019) conducted a longitudinal study to measure the prevalence and length of problems of pathological mobile game use among youths in Singapore among 3034 children in grades 3 ($N = 743$), 4 ($N = 711$), 7 ($N = 916$), and 8 ($N = 664$), 2998 completed a survey at time (2179 boys and 819 girls; 72.6% Chinese, 14.2% Malaysia, 8.8% Indian, and 4.3% other races, questionnaires were collected in years 2 and 3 respectively, The result that obtained was the average amount of time playing was 20.5 hours per week (SD: 25.8 hours per week) at time 1, 22.5 hours per week (SD: 24.2 hours per week) at time 2, and 20.9 hours per week (SD: 22.7 hours per week) at time 3. Boys played more at each wave. Greater amounts of gaming, lower social competence, and greater impulsivity seemed to act as risk factors for becoming pathological gamers.

ZeinElDein, (2015) conducted a study were to assess the effects of electronic devices on the health of adolescence and to provide guideline to safeguard them from harmful effect on their health for parents and practitioners. A cross section study was utilized to collect data from a sample of 59 boys and 67 girls of adolescence students aged between 16-18 years using two tools. The 1st is –adapted Play and Technology Questionnaire for an older child and the 2nd is an interview questionnaire related to harmful effect of commonly used electronic devices on their health. It classified into mild, moderate and severe effects. Results presented adolescence were expose moderate to severe hazards as backache, carpal tunnel Syndrome, itchy eyes, and sleeping problems which lead to lack of concentration, which effect on their school performance. So, nurses should write guided instruction for parent and teachers to be conducted with adolescence and followed by practitioners, with continuing medical and nursing educational programs to be planned for safeguard their health.

Akanksha Srivastava, (2015) was conducted a study to examine the effect of excess use of cell phone on adolescents mental and quality of life. 100 male students of class 11th and 12th were randomly selected from Faizabad city of Uttar Pradesh. Semi structured interview schedule, mental health and quality of life questionnaire were

administered individually to all participants. Mean, SD and t-value on various dimensions of mental health and quality of life were calculated to see the difference between experimental and control groups. It was found that limited users of cell phone have better mental health and quality of life than unlimited users of cell phone. Findings of the present study have significant contribution on adolescent's mental health and quality of life.

Thomee and others, (2016) conducted a study to see the relationship between mobile phone use and stress, sleep disturbances and depression in young adolescents of 20-24 years olds students. It was found that over mobile phone use was associated with sleep disturbances and symptoms of depression. Over use was associated with stress, sleep disturbances and high accessibility stress and symptom of depression for both men and women. It was concluded that unlimited mobile phone use was a risk factor for mental health for young adults.

Katz JE, (2017) conducted an epidemiological study on mobile phone use and brain tumour risk was conducted by Institute of Medical Biostatistics and Informatics at Johannes Gutenberg University in Germany. The use of mobile phones among young children and adolescents is also found in this study. Health-risk research has mainly focused on adults and on a single outcome, brain tumours. No significant relationship has been established between mobile phone use and the incidence or growth of brain tumours. Alternatively indicates emerging concerns, including hearing problems and self-reported health symptoms, such as tiredness, stress, headache, anxiety, concentration difficulties and sleep disturbances, but results remain inconclusive. Currently, there is little epidemiological evidence indicating that the use of mobile phones causes adverse health effects.

CHAPTER-III

RESEARCH METHODOLOGY

The methodology is the general term which includes the steps, procedure, and strategies for gathering and analysing data in an investigation.

This chapter describes the research methodology followed to assess the effectiveness of video assisted teaching on knowledge regarding advantages of Mobile Phone among School Children at Selected School.

It deals with the research approach, research design, setting of the study, Population, sample and sampling size, sampling techniques, criteria for selection of sample development, description of the tool, data collection procedure and plan for data analysis

3.1. RESEARCH APPROACH

The research approach used for this study is a quantitative approach.

3.2. RESEARCH DESIGN

Quasi-experimental pre-test and post-test control group design.

Group	Pre test	Intervention	Post test
E	O ₁	X	O ₂
C	O ₁	-	O ₂

E: Experimental group

C: Control group

X: Video assisted teaching on knowledge regarding Advantages of Mobile Phone

O1: Pre-test assessment

O2: Post-test assessment

3.3. VARIABLES:

3.3.1. Independent Variables:

Video assisted teaching is an independent variable.

3.3.2. Dependent Variable:

Knowledge regarding Advantages of Mobile Phone is the dependent variable

3.4. SETTING

The study was conducted at 2 Schools, Govt. High School, Radhapuram and Govt. High School, Vikkravandi, Villupuram.

3.5. POPULATION

3.5.1. Target population

The entire population in which the researcher is interested and to which they would like to generalize the research findings.

Target populations for the present study are school children of 8-13 years of age groups.

3.5.2. Accessible population

Accessible population for the present study is school children 8-13 years at selected schools at Villupuram Dist.

3.6. SAMPLE

The Sample for this study is School children 8 – 13 years at selected schools and meeting inclusion and exclusion criteria.

3.7. SAMPLE SIZE

The sample size consists of 100. Control group - 50 Experimental groups – 50

3.8. SAMPLING TECHNIQUE

A purposive sampling technique was used for this study on the basis of inclusive and exclusive criteria.

3.9. CRITERIA FOR SAMPLE SELECTION

3.9.1. Inclusion Criteria

The study includes

1. School going children between age group 8 -13 years.
2. Who are available at the time of data collection period.
3. Student parents who are using advanced mobile phone.
4. Who can understand and speak in Tamil and English.
5. Those who are willing to participate in the study.

3.9.2. Exclusion Criteria

The study excludes

1. Those who are not willing to participate.
2. Who have already attended same training.
3. Student's parents who are using button phone.
4. Physically and mentally challenged school children.
5. Students who are not having mother tongue of Tamil

3.10. DEVELOPMENT AND DESCRIPTION OF TOOLS

DESCRIPTION OF THE INSTRUMENTS

The instrument was used for collection of data by interview schedule using self-structured knowledge questionnaires. The tool was prepared by the investigator with his professional experience, extensive review of literature and consultation with the Nursing experts.

The following tool was selected to generate the data

Section –I Interview schedule on demographic data

Section- II Structured knowledge questionnaire to assess the knowledge regarding advantage of mobile phone among school children.

Section – I

The demographic variables in the present study are age, sex, education of mother, education of father, occupation of mother and father, residence, religion, Birth order, Type of mobile phone using.

Section - II

Structured knowledge questionnaire was used to assess the knowledge regarding advantage of mobile phone among school going children. The items related to general information about Mobile phone, facilities available in mobile phone and problems of mobile phone among school children.

3.11: QUESTIONNAIRE AND SCORE INTERPRETATION

Section –I

An interview schedule was used to collect the demographic data. School children's were interviewed and based upon the answer a tick mark was put against the appropriate choice of each question on various demographic variables.

Section –II

Structured interview schedule was used to assess the knowledge regarding advantage of mobile phone among school children's. It consists of 20 multiple choice questions. Each question consists of 4 options. Questions were asked to the School children's and their answers were interpreted by the investigator. Each correct answer was given a score of one and each wrong answer score was zero the total score was 20.

The score was categorized as follows

1 -10 is inadequate knowledge

11 - 15 is moderately knowledge

16 - 20 is adequate knowledge

3.12: VALIDITY

The content of the tool is validated by the 5 experts in the field of Nursing. The suggestion was given by the experts was incorporated and the tool was finalized.

3.13. ETHICAL CONSIDERATION

The proposed study and tool were presented to the Institution review board and the same was approved by the committee with little modification before the pilot study. Merits and demerits of the research study were explained to the sample and received informed consent before the data collection.

3.14. PILOT STUDY

The pilot study was conducted to find out the feasibility and practicability of the study. The duration of the pilot study is one week. The pilot study was conducted in two settings Govt. High school Pagandai and Govt. Middle School Vakkur. 20 school going children were selected based on the inclusion criteria and exclusion criteria. The selected samples were assigned as the experimental and control group 10 samples in each group. The researcher developed a good rapport with the school children and gave a brief explanation about the intervention and its benefits.

On the first day of data collection, demographic data were collected for both the experimental and control group. The pre-test Knowledge was assessed by using the self-structured knowledge questionnaire among the school children in both groups. After the pre-test video assisted teaching on knowledge regarding advantage of mobile phone was administered by the researcher for 15 - 30 minutes to school children's in the experimental group for seven consecutive days. The control group was allowed to do routine daily living activities without video assisted teaching. The post-test was done on the seventh day to assess the knowledge regarding advantage of mobile phone in the experimental group and control group by using the same self-structured knowledge questionnaire.

Descriptive and inferential statistical methods were used for data analysis. Analysis of the pilot study shows a significant effect on the video assisted teaching on knowledge regarding advantage of mobile phone among school children.

PROCEDURE FOR DATA COLLECTION

The data collection was started after obtaining Formal prior permission from the Institutional Review board. The purpose of the study was explained and consent of the participants was obtained to involve in the study. The data collection procedure was done for 4 weeks of duration. Totally 100 samples were selected by using non-probability purposive sampling technique. 50 samples from Govt. High school, Radhapuram were selected for experimental group and 50 samples from Govt. High school, Vikkravandi for control group. The data is collected by using the self-structured knowledge questionnaires.

Pre-test knowledge on advantage of mobile phone was assessed by using the self-structured knowledge questionnaires for both the experimental and control group. The video assisted teaching programme was administered for 7 days continuously to the experimental group and control group allowed to do the routine daily activities after the pre-test. After the seven days, the post-test was done for both the groups.

3.15. PROCEDURE FOR DATA ANALYSIS:

Descriptive statistics and inferential statistics were used for data analysis.

3.15.1. Descriptive statistics

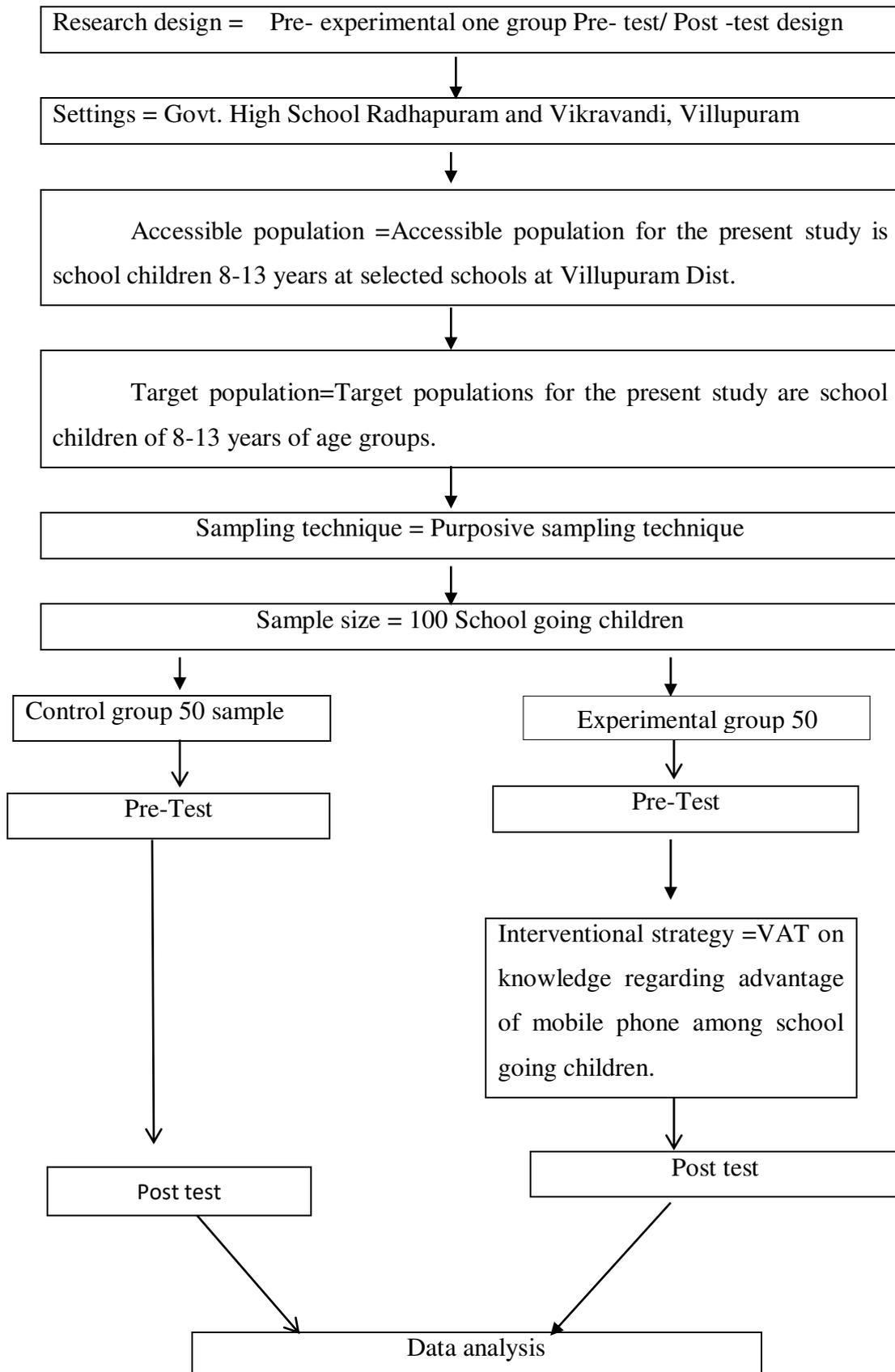
Frequency and Percentage wise distribution, Mean and Standard Deviation.

3.15.2. Inferential statistics

Chi-square test in the form of tables and figures to find the association with selected demographic variables.

Paired 't' test to compare the significant difference between the pre and post-test knowledge among school children on advantage of mobile phone.

SCHEMATIC REPRESENTATION OF THE STUDY



CHAPTER IV

ANALYSIS AND INTERPRETATION

The chapter deals with analysis and interpretation of the data collected from 100 school children from the selected settings and the study was designed to assess the effectiveness of video assisted teaching on knowledge regarding Advantages of Mobile Phone.

The data collected for the study was organized, analyzed and interpreted based on objectives of the study. The findings based on the descriptive and inferential statistical analysis are presented under the following sections

Organization of data:

Section – I: Frequency and percentage distribution of school children in control and experimental group.

Section – II: Assessment of pre and post test pre and post test level of knowledge regarding advantage of mobile phone among school children in control and experimental group.

Section – III: Effectiveness of video assisted teaching on level of knowledge regarding advantage of mobile phone among school children experimental group.

Section – IV: Comparison of level of knowledge regarding advantage of mobile phone among school children in control and experimental group.

Section – V: Association between levels of knowledge with their selected socio demographic variables.

SECTION – I

Frequency and percentage distribution of school children in control and experimental group

TABLE: 4.1 Frequency and percentage distribution of school children in control and experimental group according to their demographic variables. **N = 100**

S.No	Demographic variables	Control group		Experimental group	
		N	N%	N	N%
1	Age in years				
	a) 8 – 9 years	3	6%	2	4%
	b) 10 – 11 years	18	36%	26	52%
	c) 12 – 13 years	29	58%	22	44%
2	Sex				
	a) Male	28	56%	32	64%
	b) Female	22	44%	18	36%
3	Education of father				
	a) Graduate	2	4%	1	2%
	b) Higher secondary	22	44%	21	42%
	c) High school	23	46%	24	48%
	d) Primary school	3	6%	4	8%
	e) No formal education	0	0%	0	0%
4	Education of mother				
	a) Graduate	0	0%	3	6%
	b) Higher secondary	27	54%	29	58%
	c) High school	19	38%	18	36%
	d) Primary school	4	8%	0	0%
	e) No formal education	0	0%	0	0%
5	Occupation of father				
	a) Government	0	0%	0	0%
	b) Private	20	40%	19	38%
	c) Farmer	26	52%	31	62%
	d) Daily wages	4	8%	0	0%
6	Occupation of mother				
	a) Government	0	0%	0	0%
	b) Private	8	16%	13	26%
	c) Farmer	0	0%	0	0%
	d) Housewife	42	84%	37	74%

S.No	Demographic variables	Control group		Experimental group	
		N	N%	N	N%
7	Type of family				
	a) Nuclear	33	66%	28	56%
	b) Joint	17	34%	22	44%
8	Religion				
	a) Hindu	42	84%	45	90%
	b) Christian	6	12%	5	10%
	c) Muslim	2	4%	0	0%
	d) Others	0	0%	0	0%
9	Area of residence				
	a) Urban	0	0%	0	0%
	b) Rural	50	100%	50	100%
	c) Sub urban	0	0%	0	0%
10	Birth order				
	a) 1 st child	25	50%	20	40%
	b) 2 nd child	22	44%	27	54%
	c) 3 rd child	3	6%	3	6%
11	Type of mobile phone using				
	a) Android	50	100%	50	100%
	b) Tablet	0	0%	0	0%
	c) I- pods	0	0%	0	0%

Table 4.1: reveals the frequency and percentage wise distribution of selected demographic variables among school children in control and experimental group.

Age:

In control group majority of school children 29 (58%) were in 12-13 years of age. In experimental group majority of school children 26 (52%) were in 10-11 years of age.

Sex

In control group majority of school children were male 28 (56%). In experimental group majority of school children 32 (64%) were male

Education of Father

In control group majority of school children 23 (46%) were High school. In experimental group majority of school children 24 (48%) were high school

Education of mother:

In control group majority of school children 27 (54%) were high secondary. In experimental group majority of school children 29 (58%) were high secondary.

Occupation of father:

In control group majority of school children 26 (52%) were Farmer. In experimental group majority of school children 31 (62%) were Farmer.

Occupation of mother:

In control group majority of school children 42 (84%) were Housewife. In experimental group majority of school children 37 (74%) were Housewife.

Type of Family:

In control group majority of school children 33 (66%) were nuclear family. In experimental group majority of school children 28 (56%) were Nuclear family.

Religion:

In control group majority of school children 42 (84%) were Hindu. In experimental group majority of school children 45 (90%) were Hindu.

Area of Residence:

In control and experimental group majority of school children 50 (100%) were Rural.

Birth order:

In control group majority of school children 25 (50%) were 1st child. In experimental group 27 (54%) were 2nd child.

Type of mobile phone using:

In control and experimental group majority of school children 50 (100%)

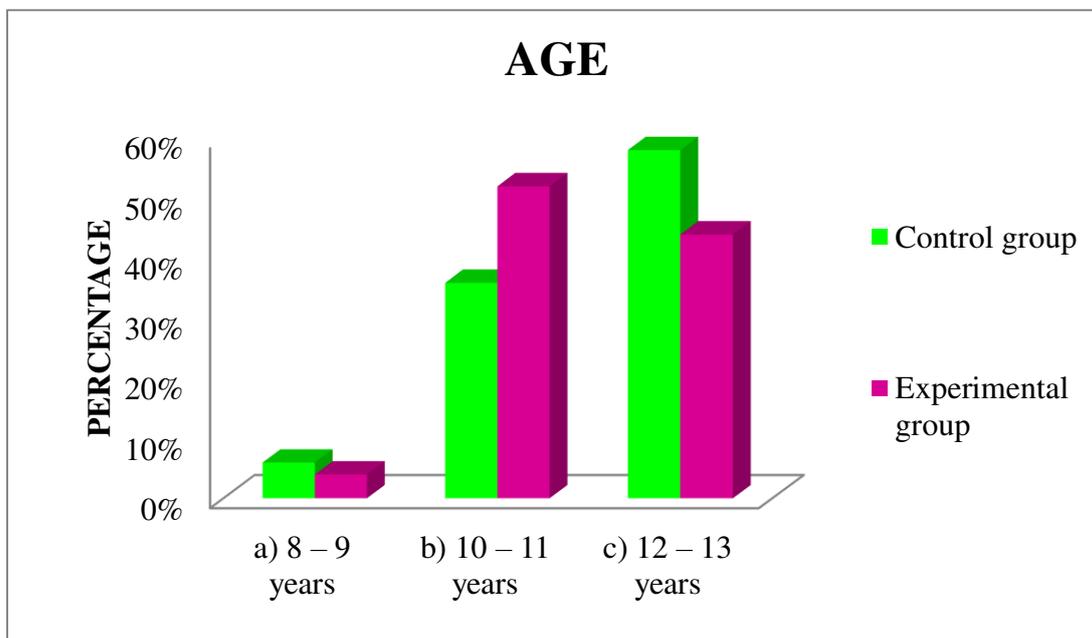
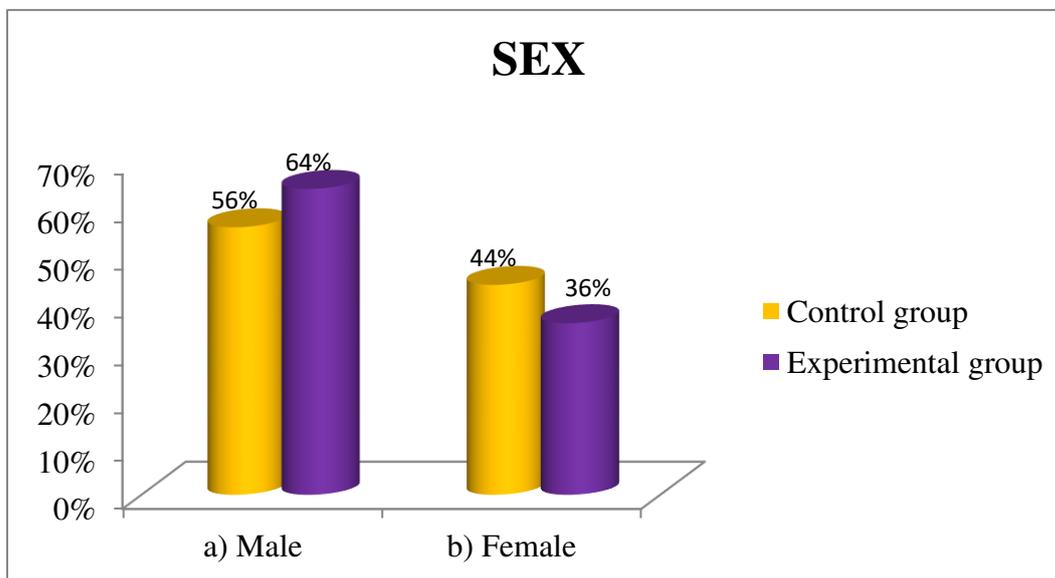


Figure 4.1.1: Age wise distribution of school children in control and experimental group



4.1.2: Sex wise distribution of school children in control and experimental group

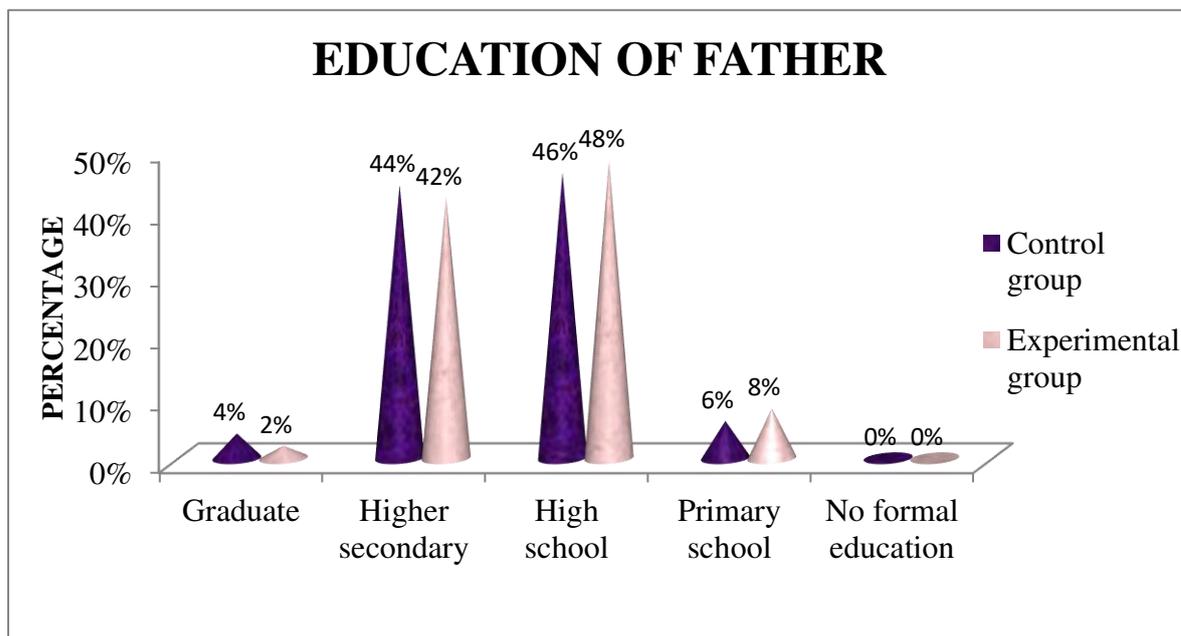


Figure 4.1.3: Education of father wise distribution of school children in control and experimental group

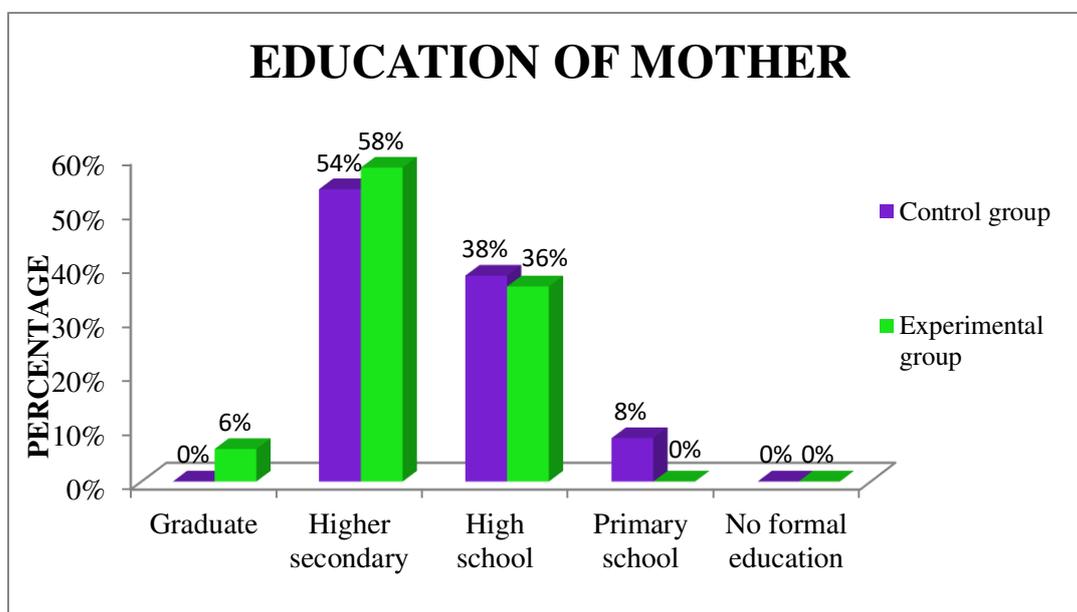


Figure 4.1.4: Education of mother wise distribution of school children in control and experimental group

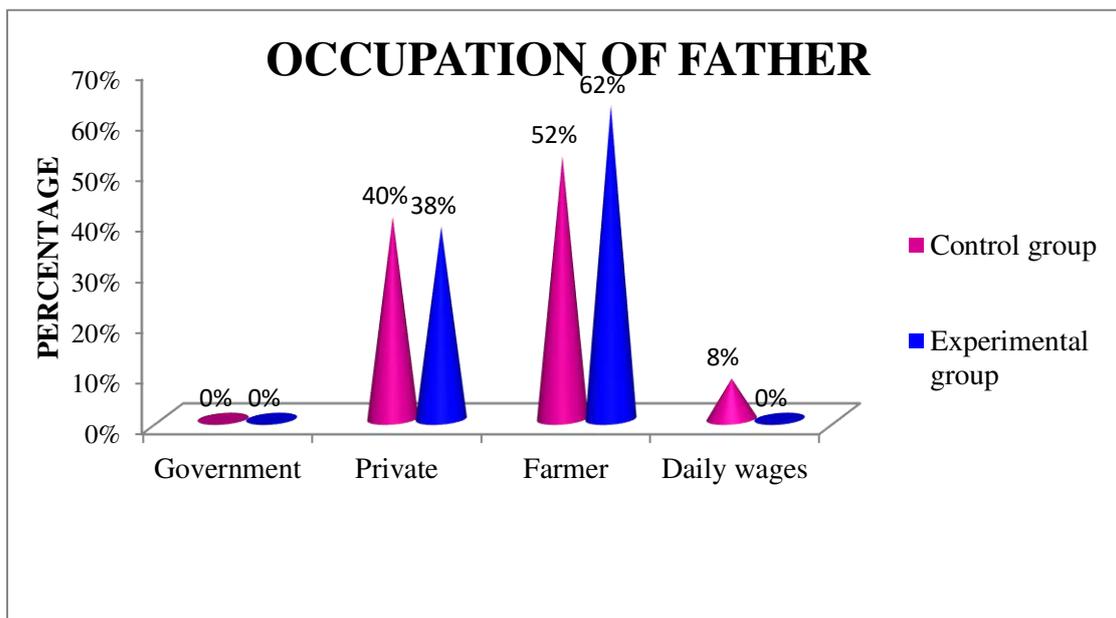


Figure 4.1.5: Occupation of Father wise distribution of school children in control and experimental group

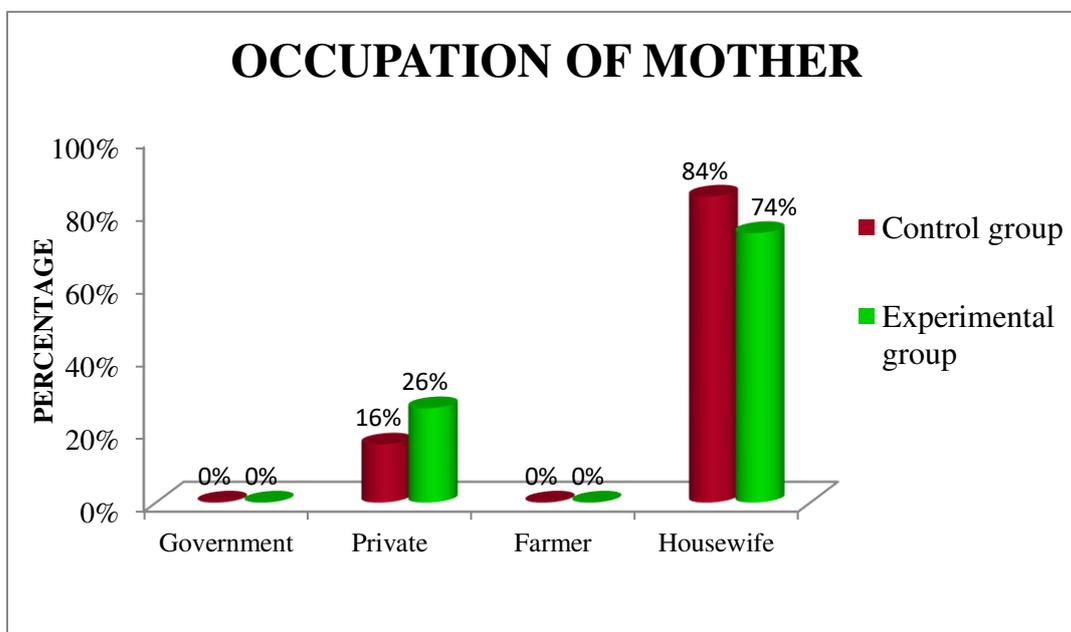


Figure 4.1.6: Occupation of Mother wise distribution of school children in control and experimental group

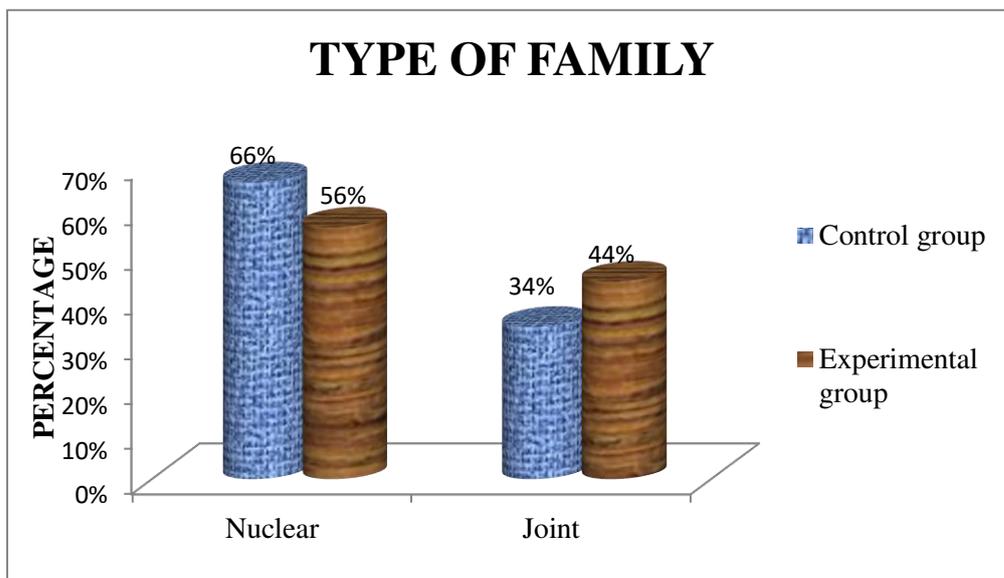


Figure 4.1.7: Type of Family wise distribution of school children in control and experimental group

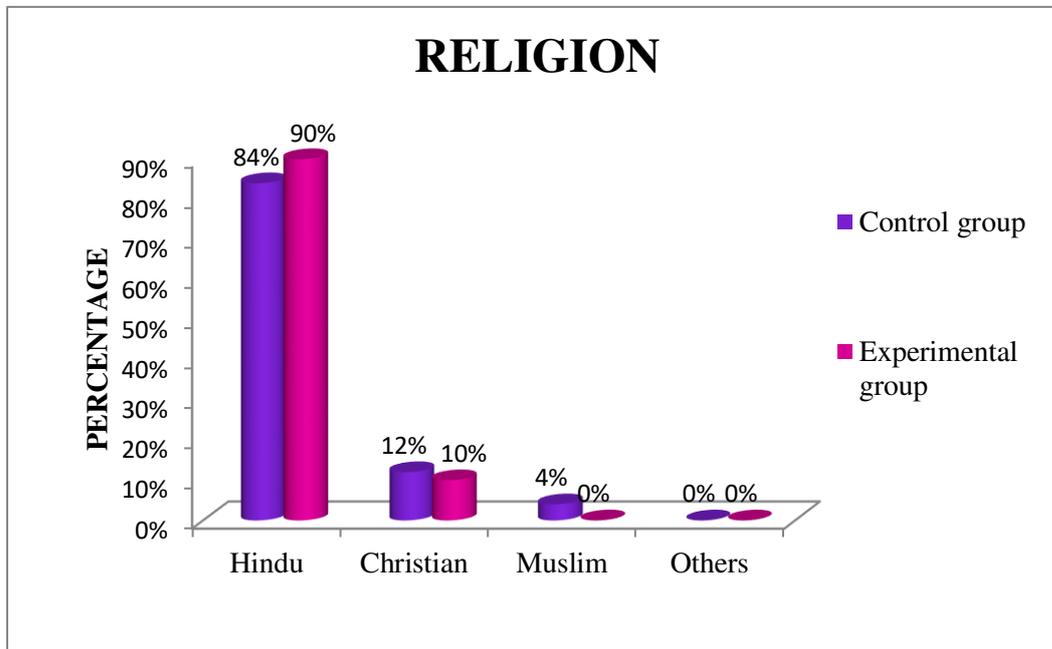


Figure 4.1.8: Religion wise distribution of school children in Control and experimental group

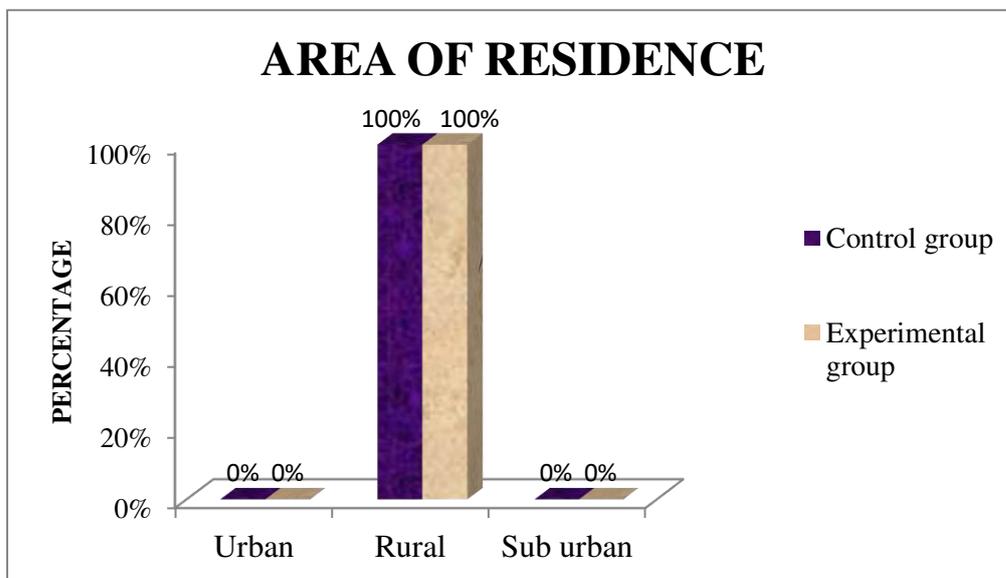


Figure 4.1.9: Area of Residence wise distribution of school children in Control and experimental group

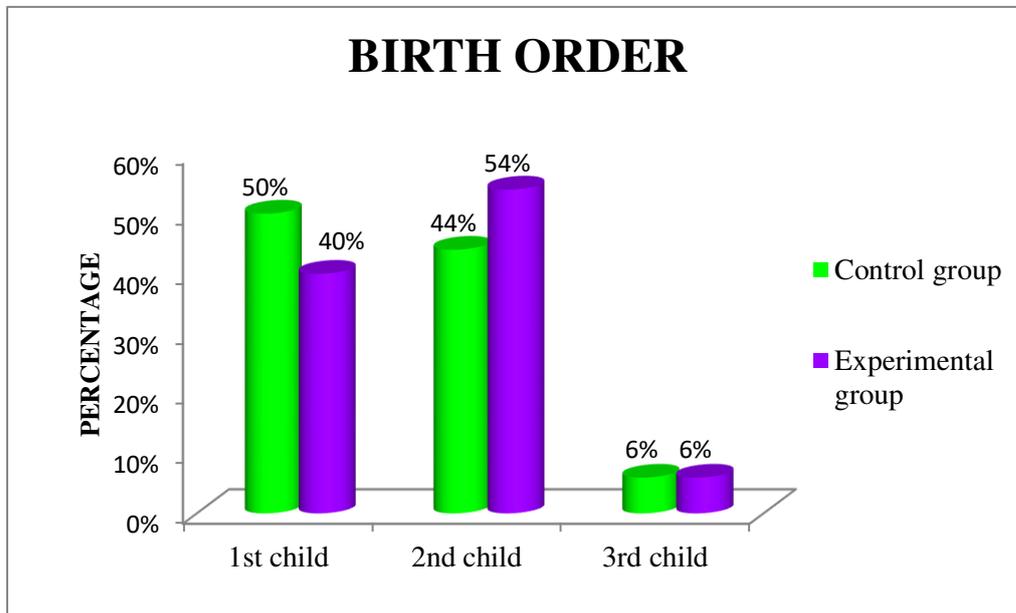


Figure 4.1.10: Birth order wise distribution of school children in Control and experimental group

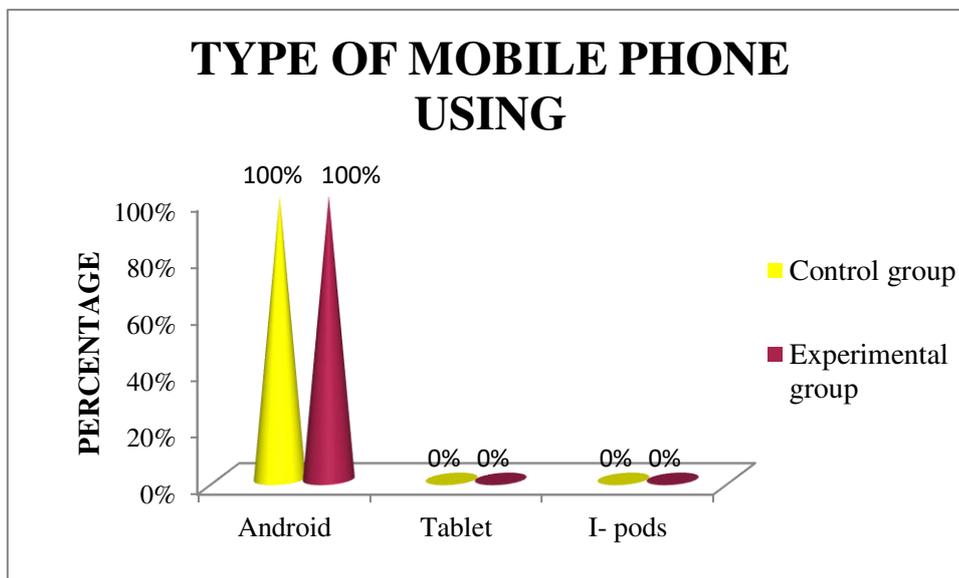


Figure 4.1.11: Type of Mobile Phone Using wise distribution of school children in Control and experimental group

SECTION – II

Assessment of pre test and post test level of knowledge among school children in control and experimental group.

Table 4.2.1: frequency and percentage distribution of pre test level of knowledge among school children in control and experimental group. **N = 100**

Level of Knowledge	Control group		Experimental group	
	N	N%	N	N%
Inadequate	48	96%	46	92%
Moderately adequate	2	4%	4	8%
Adequate	0	0%	0	0%

Table: 4.2.1 shows that in control group among 50 samples inadequate knowledge 48 (96%), Moderately adequate knowledge 2 (4%), Adequate knowledge 0 (0%). In experimental group among 50 samples inadequate knowledge 46 (92%), Moderately adequate knowledge 4 (8%), Adequate knowledge 0 (0%)

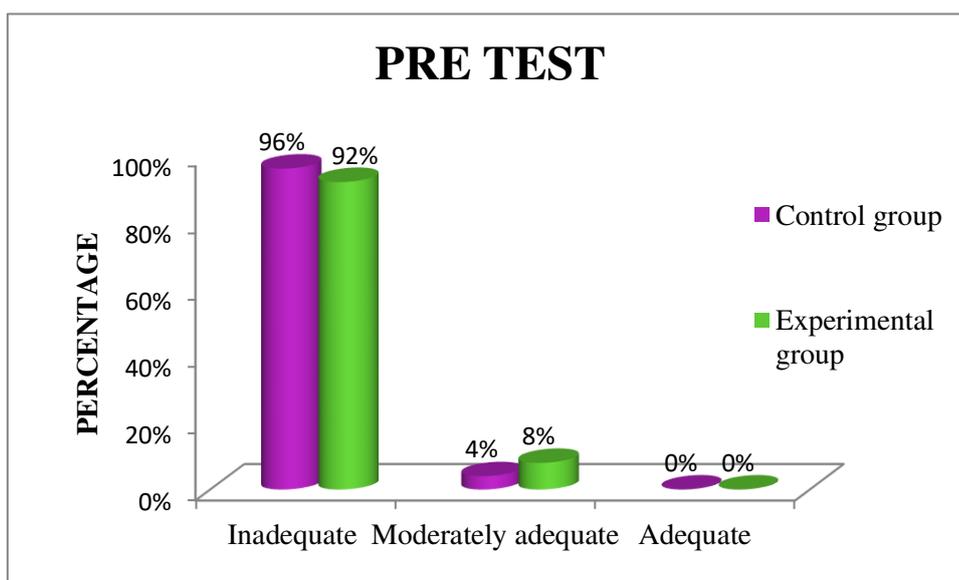


Figure 4.2.1: Pre test level of knowledge among school children in Control and experimental group

Table 4.2.2: frequency and percentage distribution of post test level of knowledge among school children in control and experimental group.

N=100

Level of Knowledge	Control group		Experimental group	
	N	N%	N	N%
Inadequate	43	86%	0	0%
Moderately adequate	7	14%	16	32%
Adequate	0	0%	34	68%

Table: 4.2.2 shows that in control group among 50 samples inadequate knowledge 43 (86%), Moderately adequate knowledge 7 (14%), Adequate knowledge 0 (0%). In experimental group among 50 samples inadequate knowledge 0 (0%), Moderately adequate knowledge 16 (32%), Adequate knowledge 34 (68%).

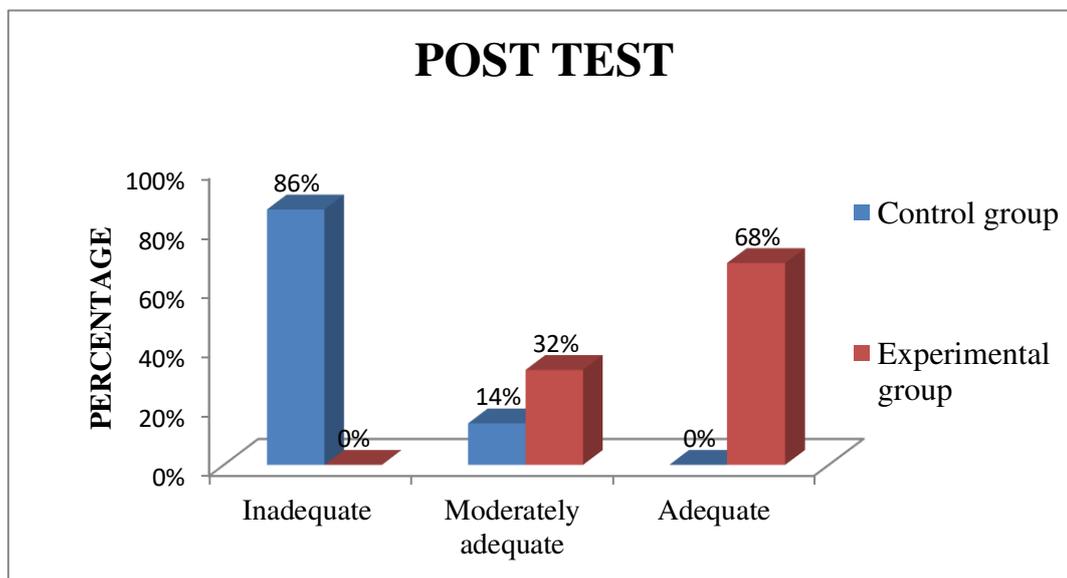


Figure 4.2.2: Post test level of knowledge among school children in Control and experimental group

Table 4.2.3: Mean and Standard deviation of level of knowledge among school children in control and experimental group.

Group	Pre test		Post test	
	Mean	Standard deviation	Mean	Standard deviation
Control group	6.3	1.58	7.04	1.7
Experimental group	7.24	1.68	16.48	1.8

Table 4.2.3 shows that in control group pre test mean 6.3 and standard deviation 1.58; post test mean 7.04 and standard deviation 1.7. in experimental group pre test mean 7.24 and standard deviation 1.68; post test mean 16.48 and standard deviation 1.8.

SECTION – III

Effectiveness of video assisted teaching on knowledge regarding advantages of mobile phone among school children in pre and post test of experimental group.

Table 4.3: effectiveness of video assisted teaching on knowledge regarding advantages of mobile phone among school children in pre and post test of experimental group.

Experimental group	Pre test		Post test		Mean difference	Standard error	T value
	Mean	Standard deviation	Mean	Standard deviation			
		7.25	1.68	16.48	1.8	9.24	0.28

(p=<0.05)

Table 4.3: reveals that experimental group pre test mean 7.24 and standard deviation 1.68. the post-test mean 16.48 and standard deviation 1.8. the mean difference of pre and post test is 9.24; standard error is 0.28. the ‘T’ value of experimental group is 33 is Highly Significant it indicates that the knowledge level of school children is improved after the video assisted teaching Hence null hypothesis NH_1 is rejected.

SECTION – IV

Comparison of level of knowledge regarding the advantages of mobile phone among school children in control and experimental group.

Table 4.4.1: comparison of level of knowledge regarding the advantages of mobile phone among school children in control and experimental group

Post test level of knowledge	Control group		Experimental group		Mean difference	Standard error	T value
	Mean	Standard deviation	Mean	Standard deviation			
	7.04	1.7	16.48	1.8			

(p<0.05)

Table 4.4: shows that the post test mean difference between the control and experimental group is 9.44 and standard error is 0.34. the ‘t’ value of post test knowledge is 27.76. Hence it indicates the video assisted teaching improves the level of knowledge regarding the advantages of mobile phone among school children. Hence null hypothesis NH₂ is rejected.

SECTION – V

Association between level of knowledge regarding the advantages of mobile phone among school children with their selected socio demographic variables.

Table 4.5.1: Association between the pre test level of knowledge regarding the advantages of mobile phone among school children with selected demographic variables in control group.

N=50

S. No	Demographic variables	Inadequate knowledge	Moderately adequate knowledge	Adequate knowledge	Chi square	P-value
1	Age in years				1.508	0.825 NS
	a) 8 – 9 years	3	0	0		
	b) 10 – 11 years	18	0	0		
	c) 12 – 13 years	27	2	0		
2	Sex				0.0304	0.858 NS
	a) Male	27	1	0		
	b) Female	21	1	0		
3	Education of father				0.2326	0.999 NS
	a) Graduate	2	0	0		
	b) Higher secondary	21	1	0		
	c) High school	22	1	0		
	d) Primary school	3	0	0		
	e) No formal education	0	0	0		
4	Education of mother				0.251	0.972 NS
	a) Graduate	0	0	0		
	b) Higher secondary	26	1	0		
	c) High school	18	1	0		
	d) Primary school	4	0	0		
	e) No formal education	0	0	0		
5	Occupation of father				1.923	0.926 NS
	a) Government	0	0	0		
	b) Private	20	0	0		
	c) Farmer	24	2	0		
	d) Daily wages	4	0	0		

S. No	Demographic variables	Inadequate knowledge	Moderately adequate knowledge	Adequate knowledge	Chi square	p-value
6	Occupation of mother				0.3968	0.998 NS
	a) Government	0	0	0		
	b) Private	8	0	0		
	c) Farmer	0	0	0		
	d) Housewife	40	2	0		
7	Type of family				4.044	0.132 NS
	a) Nuclear	33	0	0		
	b) Joint	15	2	0		
8	Religion				15.277	0.018 * S
	a) Hindu	42	0	0		
	b) Christian	5	1	0		
	c) Muslim	1	1	0		
	d) Others	0	0	0		
9	Area of residence				0	1 NS
	a) Urban	0	0	0		
	b) Rural	48	2	0		
	c) Sub urban	0	0	0		
10	Birth order				0.142	0.997 NS
	a) 1 st child	24	1	0		
	b) 2 nd child	21	1	0		
	c) 3 rd child	3	0	0		
11	Type of mobile phone using				0	1 NS
	a) Android	48	2	0		
	b) Tablet	0	0	0		
	c) I- pods	0	0	0		

Table 4.5.1 shows that, in control group pre-test value there is an association between the level of knowledge with Religion and there is no association between age, sex, education of father, education of mother, occupation of father, occupation of mother, type of family, area of residence, birth order and type of mobile phone using.

Table 4.5.2: Association between the pre test level of knowledge regarding the advantages of mobile phone among school children with selected demographic variables in experimental group.

S. No	Demographic variables	Inadequate knowledge	Moderately adequate knowledge	Adequate knowledge	Chi square	P-value
1	Age in years				1.733	0.784 NS
	a) 8 – 9 years	2	0	0		
	b) 10 – 11 years	25	1	0		
	c) 12 – 13 years	19	3	0		
2	Sex				0.228	0.892 NS
	a) Male	29	3	0		
	b) Female	17	1	0		
3	Education of father				2.203	0.974 NS
	a) Graduate	1	0	0		
	b) Higher secondary	19	2	0		
	c) High school	23	1	0		
	d) Primary school	3	1	0		
	e) No formal education	0	0	0		
4	Education of mother				3.669	0.885 NS
	a) Graduate	2	1	0		
	b) Higher secondary	28	1	0		
	c) High school	16	2	0		
	d) Primary school	0	0	0		
	e) No formal education	0	0	0		
5	Occupation of father				0.265	0.893 NS
	a) Government	0	0	0		
	b) Private	17	2	0		
	c) Farmer	29	2	0		
	d) Daily wages	0	0	0		

S. No	Demographic variables	Inadequate knowledge	Moderately adequate knowledge	Adequate knowledge	Chi square	P-value
6	Occupation of mother					
	a) Government	0	0	0	0.0022	1 NS
	b) Private	12	1	0		
	c) Farmer	0	0	0		
	d) Housewife	34	3	0		
7	Type of family				0.0635	0.968 NS
	a) Nuclear	26	2	0		
	b) Joint	20	2	0		
8	Religion				0.483	0.998 NS
	a) Hindu	41	4	0		
	b) Christian	5	0	0		
	c) Muslim	0	0	0		
	d) Others	0	0	0		
9	Area of residency				0	1 NS
	a) Urban	0	0	0		
	b) Rural	46	4	0		
	c) Sub urban	0	0	0		
10	Birth order				6.521	0.163 NS
	a) 1 st child	16	4	0		
	b) 2 nd child	27	0	0		
	c) 3 rd child	3	0	0		
11	Type of mobile phone using				0	1 NS
	a) Android	46	4	0		
	b) Tablet	0	0	0		
	c) I- pods	0	0	0		

Table 4.5.2 shows that, in experimental group pre test value there is no significant association between the levels of knowledge with selected demographic variables.

CHAPTER - V

DISCUSSION

This chapter deals with the discussion of the interpretation of data analysis which is based on the objectives of the study. The purpose of the study is to assess the effectiveness of video assisted teaching on knowledge regarding advantages of mobile phone among school children at selected schools villupuram.

The discussion of the study consists of the frequency and percentage distribution of demographic data. The data analysis interpretation by the level of knowledge by percentage, mean, standard deviation, chi-square test, and 't' values.

The findings of the study discussed were based on the objectives as stated.

5.1 Description of demographic variables among school children in the control and experimental group

In control group the frequency and percentage distribution of demographic variables majority of school children 29 (58%) were in 12-13 years of age, 28 (56%) were male, 23 (46%) were High school, 27 (54%) were high secondary, 26 (52%) were Farmer, 42 (84%) were Housewife, 33 (66%) were nuclear family, 42 (84%) were Hindu, 50 (100%) were Rural, 25 (50%) were 1st child, 50 (100%) were android.

In experimental group the frequency and percentage distribution of demographic variables majority of school children 26 (52%) were in 10-11 years of age, 32 (64%) were male, 24 (48%) were high school, 29 (58%) were high secondary, 31 (62%) were Farmer, 37 (74%) were Housewife, 28 (56%) were Nuclear family, 45 (90%) were Hindu, 50 (100%) were Rural, 27 (54%) were 2nd child, 50 (100%) were android.

5.2 The first objective to assess the pre and post test levels of knowledge regarding advantages of mobile phone among school children in control and experimental group.

In control group among 50 samples in pre test level of knowledge inadequate knowledge 48 (96%), moderately adequate knowledge 2 (4%), Adequate knowledge 0 (0%) and in post test level of knowledge inadequate knowledge 43 (86%), moderately

adequate knowledge 7 (14%), Adequate knowledge 0 (0%). Pre test mean 6.3 and standard deviation 1.58; post test mean 7.04 and standard deviation 1.7.

In experimental group among 50 samples pre-test level of knowledge inadequate knowledge 46 (92%), moderately adequate knowledge 4 (8%), Adequate knowledge 0 (0%) and in post-test level of knowledge inadequate knowledge 0 (0%), Moderately adequate knowledge 16 (32%), Adequate knowledge 34 (68%). Pre-test mean 7.24 and standard deviation 1.68; post-test mean 16.48 and standard deviation 1.8.

5.3 The second object was to assess the effectiveness of Video Assisted teaching on level of knowledge regarding advantages of mobile phone among school children in experimental group.

The experimental group pre-test mean 7.24 and standard deviation 1.68. The post-test mean 16.48 and standard deviation is 1.8. The mean difference of pre and post-test is 9.24; standard error is 0.28. The 'T' value of experimental group is 33 is Highly Significant it indicates that the knowledge level of school children is improved after the video assisted teaching.

NH1: There is no significant difference in pre and post level of knowledge regarding advantages of mobile phone among experimental group and control group.

Hence null hypothesis NH_1 is rejected.

The third objective of the compare the post-test level of knowledge regarding advantages of mobile phone among school children in control and experimental group.

The post-test mean difference between the control and experimental group is 9.44 and standard error is 0.34. The 't' value of post-test knowledge is 27.76. Hence it indicates the video assisted teaching improves the level of knowledge regarding the advantages of mobile phone among school children.

NH2: There is no significant difference in post-test level of knowledge regarding advantages of mobile phone between experimental and control group.

Hence null hypothesis NH_2 is rejected.

5.4 The fourth objective of the associate the pre-test level of knowledge regarding advantages of mobile phone among school children with selected socio demographic variables in control and experimental group.

In control group pre-test value there is an association between the level of knowledge with Religion and there is no association between age, sex, education of father, education of mother, occupation of father, occupation of mother, type of family, area of residence, birth order and type of mobile phone using.

In experimental group pre test value there is no significant association between the level of knowledge with selected demographic variables.

CHAPTER - VI

SUMMARY, CONCLUSION, IMPLICATION AND RECOMMENDATIONS

This chapter includes a brief review of the research process, summary of the study, conclusion, nursing implication of the study in nursing practice, research, education, and administration and recommendations for the further research.

6.1 SUMMARY:

The study was conducted to assess the effectiveness of video assisted teaching on knowledge regarding Advantages of Mobile Phone among School Children at Selected School, Villupuram.

6.1.1 The objective of the study were:

1. To assess the pre and post test levels of knowledge regarding advantages of mobile phone among school children in control and experimental group.
2. To assess the effectiveness of Video assisted teaching on level of knowledge regarding advantages of mobile phone among school children in experimental group.
3. To compare the post test level of knowledge regarding advantages of mobile phone among school children in control and experimental group.
4. To associate the pre test level of knowledge regarding advantages of mobile phone among school children with selected socio demographic variables in control and experimental group.

6.1.2 The research hypothesis formulated were:

NH1; There is no significant difference in pre and post level of knowledge regarding advantages of mobile phone among experimental group and control group.

NH2: There is no significant difference in post test level of knowledge regarding advantages of mobile phone between experimental and control group.

NH3: There is no significant association between pretest level of knowledge regarding advantages of mobile phone among school children with selected socio demographic variables.

The quasi - experimental research design was used. The conceptual framework adopted for this study was based on Modified Model of Daniel L. Stuffle Beam's Evaluation Model of planned programme (1983). The sample comprised of 100(8-13 years old) school children. Non-probability purposive sampling Technique was used to select the samples.

The tool consisted of two parts. It comprising of demographic variables and structured knowledge questionnaire. There are 25 structured knowledge questionnaires is formulated on regarding advantages of mobile phone for the school children in different aspects. The pilot study was conducted with 10 samples for each control and experimental group at selected schools. The reliability of the tool was tested.

For main study 100 School children (50 control and 50 experimental) were selected by using non-probability purposive sampling technique. The ethical principles were followed throughout the study by obtaining permission letters from the respective schools and written consent from the participants. Privacy and confidentiality were maintained throughout the data collection period.

Video assisted teaching was provided. The investigator clarified the doubts of the students. After 2 weeks gap the investigator conducted the post test by using the same tool. The difference between pretest and posttest on level of knowledge on advantages of mobile phone were measured by using descriptive statistics (frequency, mean, standard deviation) and inferential statistics using (chi-square and 't' test).

6.1.4 MAJOR FINDING OF THE STUDY:

In control group the frequency and percentage distribution of demographic variables majority of school children 29 (58%) were in 12-13 years of age, 28 (56%) were male, 23 (46%) were High school, 27 (54%) were high secondary, 26 (52%) were Farmer, 42 (84%) were Housewife, 33 (66%) were nuclear family, 42 (84%) were Hindu, 50 (100%) were Rural, 25 (50%) were 1st child, 50 (100%) were android.

In experimental group the frequency and percentage distribution of demographic variables majority of school children 26 (52%) were in 10-11 years of age, 32 (64%) were male, 24 (48%) were high school, 29 (58%) were high secondary, 31 (62%) were Farmer,

37 (74%) were Housewife, 28 (56%) were Nuclear family, 45 (90%) were Hindu, 50 (100%) were Rural, 27 (54%) were 2nd child, 50 (100%) were android.

In control group among 50 samples in pre-test level of knowledge inadequate knowledge 48 (96%), Moderately adequate knowledge 2 (4%), Adequate knowledge 0 (0%) and in post test level of knowledge inadequate knowledge 43 (86%), Moderately adequate knowledge 7 (14%), Adequate knowledge 0 (0%). Pre-test mean 6.3 and standard deviation 1.58; post-test mean 7.04 and standard deviation 1.7.

In experimental group among 50 samples pre-test level of knowledge inadequate knowledge 46 (92%), Moderately adequate knowledge 4 (8%), Adequate knowledge 0 (0%) and in post-test level of knowledge inadequate knowledge 0 (0%), Moderately adequate knowledge 16 (32%), Adequate knowledge 34 (68%). Pre-test mean 7.24 and standard deviation 1.68; post-test mean 16.48 and standard deviation 1.8.

The experimental group pre test mean 7.24 and standard deviation 1.68. The post test mean 16.48 and standard deviation 1.8. The mean difference of pre and post test is 9.24; standard error is 0.28. the 'T' value of experimental group is 33 is Highly Significant it indicates that the knowledge level of school children is improved after the video assisted teaching Hence null hypothesis NH_1 is rejected.

The post-test mean difference between the control and experimental group is 9.44 and standard error is 0.34. The 't' value of post-test knowledge is 27.76. Hence it indicates the video assisted teaching improves the level of knowledge regarding the advantages of mobile phone among school children. Hence null hypothesis NH_2 is rejected. In control group pre test value there is an association between the level of knowledge with Religion and there is no association between age, sex, education of father, education of mother, occupation of father, occupation of mother, type of family, area of residence, birth order and type of mobile phone using. In experimental group pre test value there is no significant association between the level of knowledge with selected demographic variables.

6.2 CONCLUSION:

The finding of the study shows that in experimental group pre test mean 7.24 and standard deviation 1.68. The post test mean 16.48 and standard deviation 1.8. The mean

difference of pre and post test is 9.24; standard error is 0.28. The 'T' value of experimental group is 33 is Highly Significant. The post test mean difference between the control and experimental group is 9.44 and standard error is 0.34. The 'T' value of post test knowledge is 27.76. It indicates the video assisted teaching improved the level of knowledge regarding the advantages of mobile phone among school children. Hence the study concluded that video assisted teaching improves the level of knowledge regarding advantages of mobile phone.

6.3 NURSING IMPLICATION:

The findings of this study have implication to nursing education, nursing research, nursing practice, and nursing administration.

6.3.1 NURSING EDUCATION:

- Nurse educator should encourage the nursing students to conduct the structured teaching and video assisted teaching programme related to mobile usages, its advantage and hazards during the school health programmes.
- Nurse can communicate with school teacher and instruct them to provide education periodically benefits of mobile phone for the school children and the newer technology update in education system through mobile.
- Nurse educator can emphasize more on their curriculum of nursing education, school education on advantages of mobile for education and knowledge development.

6.3.2 NURSING RESEARCH:

- Mobile utilization of school children was increasing day by day and here a great need of nursing research to provide public education regarding advantages of mobile phone. Nursing research can be focused on the parent's knowledge regarding the advantages of mobiles phones.
- This in turn will help the nurses to provide apt and prompt information to the rural and under privileged students about the knowledge regarding the advantages of mobile phone.
- The finding of this study serves as the basis for the other research scholars for their studies related to mobile usage and its benefits.

6.3.3 NURSING PRACTICE:

- Community health nurse can implement video teaching during school health programme in order to improve the knowledge level regarding advantages of mobile phone.
- Nurse should be knowledge regarding the benefits of mobile phone in education, safety and health system.
- Community health nurse can conduct the awareness programme of mobile phone.

6.3 NURSING ADMINISTRATION:

- Nurse administrator can organize to conduct workshops, seminars, and conference regarding benefits of mobile phone in education system
- Nurse education can recommend the online education, health benefits and child safety & welfare app for the school head master and teacher which helpful for improve children knowledge level.

6.4 RECOMMENDATION:

- The study can be conducted to adolescents' group at college settings.
- The same study can be conducted at large number of samples.
- The study can be conducted in knowledge and attitude regarding advantages of mobile phone.
- A comparative study can be conducted at rural and urban settings on knowledge regarding advantages of mobile phones.

6.5 LIMITATIONS:

- The data collection period is limited to 4 weeks.
- The study limited to 100 samples (50 control and 50 experimental)
- The study limited to school children age group of 8 to 13 years.
- The study limited to the setting at selected schools as Govt. High school, Radhapuram and Govt. High school Vikkravandi.

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APPENDIX-A



SETTING PERMISSION LETTER

From

The Principal
E S College of Nursing
V.Salai, Villupuram

To

The Principal,
St.Patrick's Matriculation School,
V.Salai.

Respected Sir,

Sub : Requisition for setting permission – Reg.

The bearer of this letter is **Mr.ARAVINDA KUMAR. S, M.Sc Nursing** (Child Health Nursing) Specialty in our college. As a part of his study he has to do dissertation. Kindly permit him to collect data from your school. During the data collection period I assure that he will follow the bioethics of Research without fail.

The statement of the problem : “QUASI EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON KNOWLEDGE REGARDING ADVANTAGES OF MOBILE PHONE AMONG SCHOOL GOING CHILDREN AT SELECTED SCHOOL, VILLUPURAM”

Thanking you,

Date :

Venue : V.Salai, Villupuram


PRINCIPAL
PRINCIPAL
E.S. College of Nursing,
E.S. Nagar, V.Salai,
Villupuram-605 652.



Chennai-Trichy Highway (NH-45)
E.S Nagar, V.Salai - 605 652
Villupuram www.escon.co.in

Tel : (91) 04146 294445, 294444
Fax : (91) 04146 258425
Email : info@escon.co.in



SETTING PERMISSION LETTER

From

The Principal
E S College of Nursing
V.Salai, Villupuram

To

The Principal,
Sri Rajarajeshwari Matriculation school,
Pelakuppam, Tindivanam.

Respected Sir,

Sub : Requisition for setting permission – Reg.

The bearer of this letter is **Mr.ARAVINDA KUMAR. S, M.Sc Nursing** (Child Health Nursing) Specialty in our college. As a part of his study he has to do dissertation. Kindly permit him to collect data from your school. During the data collection period I assure that he will follow the bioethics of Research without fail.

The statement of the problem : “QUASI EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON KNOWLEDGE REGARDING ADVANTAGES OF MOBILE PHONE AMONG SCHOOL GOING CHILDREN AT SELECTED SCHOOL, VILLUPURAM”

Thanking you,

Date :

Venue : V.Salai, Villupuram



[Signature]
PRINCIPAL
PRINCIPAL
E.S. College of Nursing, (45)
E.S. Nagar, V.Salai,
Villupuram-605 652.
www.escon.co.in

Tel : (91) 04146 294445, 294444
Fax : (91) 04146 258425
Email : info@escon.co.in

APPENDIX-B
LIST OF EXPERTS FOR CONTENT VALIDITY

NURSING EXPERTS:

1. Ms. J. Christy Sahaya Mary, MS.C (N).
Professor,
Arun College of Nursing,
vellore.

2. Ms. M.Prorselvi,MS.C (N).,
Principal,
E.S.College of Nursing,
Villupuram

3. Ms. K. Sumaiya Begum,MS.C (N).,
HOD, Associate Professor,
Sri Narayani College of Nursing,
Vellore.

4. Ms. K Shrilekha,MSc (N).,
Associate Professor,
E.S College of Nursing
Villupuram.

CONTENT VALIDATION CERTIFICATE

This is to certify that the tools developed by Mr.S.Aravindakumar M.Sc.(N) (Child Health Nursing) student, E.S.College of Nursing on the topic, **"Quasi Experimental study to assess the effectiveness of video assisted Teaching on knowledge regarding advantages of mobile phone among School going Childrens at Selected School, Villupuram, Tamilnadu"** is validated by the undersigned and he can proceed with this tool to conduct the research study.

Place : *VELLORE*
Date : *18/2/2020*



Signature of the expert

Name and Designation.
PROFESSOR

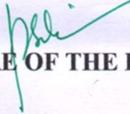
*J. CHRISTY SAHAYA MARY, RNM, M.Sc.(N),
DEPARTMENT OF CHILD HEALTH NURSING
ARUN COLLEGE OF NURSING,
VELLORE.*

CONTENT VALIDATION CERTIFICATE

This is to certify that the tool developed by **ARAVINDA KUMAR. S, M.Sc Nursing** (Child Health Nursing) student, E S College of Nursing on the topic **“QUASI EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON KNOWLEDGE REGARDING ADVANTAGES OF MOBILE PHONE AMONG SCHOOL GOING CHILDREN AT SELECTED SCHOOL, VILLUPURAM”** is validated by the undersigned and he can proceed with this tool to conduct the Research study..

DATE: 10.11.2019

PLACE: Villupuram


SIGNATURE OF THE EXPERT

NAME & DESIGNATION

M. PORSELVI, M.Sc (N), PH.D.,
PROFESSOR & PRINCIPAL

HOD OF OBG
E.S. College of Nursing
Villupuram.



CONTENT VALIDATION CERTIFICATE

This is to certify that the tools developed by Mr.S.Aravindakumar M.Sc.(N) (Child Health Nursing) student, E.S.College of Nursing on the topic, "Quasi Experimental study to assess the effectiveness of video assisted Teaching on knowledge regarding advantages of mobile phone among School going Childrens at Selected School, Villupuram, Tamilnadu" is validated by the undersigned and he can proceed with this tool to conduct the research study.

Place : Vellore
Date : 17/02/20

Signature of the expert
Name and Designation.

K. SOMALYA BECOM

HOD, Associate Professor.

Sri Narayani college of Nursing

Vellore - 55.



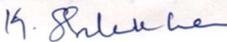
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SRI NARAYANI COLLEGE OF NURSING
THIRUMALAIKODI
VELLORE - 632 055.

CONTENT VALIDATION CERTIFICATE

This is to certify that the tool developed by **ARAVINDA KUMAR. S, M.Sc Nursing** (Child Health Nursing) student, E S College of Nursing on the topic **“QUASI EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON KNOWLEDGE REGARDING ADVANTAGES OF MOBILE PHONE AMONG SCHOOL GOING CHILDREN AT SELECTED SCHOOL, VILLUPURAM”** is validated by the undersigned and he can proceed with this tool to conduct the Research study..

DATE: 15.11.2019


SIGNATURE OF THE EXPERT

PLACE: VILLUPURAM.

NAME & DESIGNATION

K. SHRILEKHA
ASSOCIATE PROFESSOR,
HOD OF PEADIATRICS
E.S. College of Nursing
Villupuram.



APPENDIX-C
INFORMED CONSENT

Dear Respondent,

I am a M. Sc. Nursing (Paediatric Nursing Speciality) student of E.S. College of Nursing. As a partial fulfilment of the course, I am conducting a research study on the following topic:

“QUASI EXPERIMENTAL STUDY TO ASSESS THE EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON KNOWLEDGE REGARDING ADVANTAGES OF MOBILE PHONE AMONG SCHOOL GOING CHILDREN AT SELECTED SCHOOL, VILLUPURAM

As a part of the study, I would like to ask you a few questions. I assure you that the information obtained from you will be kept strictly confidential and will be used for the study purpose only

I expect your whole-hearted cooperation and will be grateful to you for the same.

Yours sincerely

Mr. ARAVINDA KUMAR

I have read this consent form and give voluntary consent to participate in this study.

Signature/date of the participant

APPENDIX-D
TOOLS FOR DATA COLLECTION
SECTION –A -DEMOGRAPHIC VARIABLES

1. Age in years

- a) 8 – 9 years
- b) 10 – 11 years
- c) 12 – 13 years

2. Gender

- a) Male
- b) Female

3. Education of father

- a) Graduate
- b) Higher secondary
- c) High school
- d) Primary school
- e) No formal education

4. Education of mother

- a) Graduate
- b) Higher secondary
- c) High school
- d) Primary school
- e) No formal education

5. Occupation of father

- a) Government
- b) Private
- c) Farmer
- d) Daily wages

6. Occupation of mother

- a) Government
- b) Private
- c) Daily wages
- d) House wife

7. Type of family -----

- a) Nuclear
- b) Joint
- c) Single parent

8. Religion

- a) Hindu
- b) Christian
- c) Muslim
- d) Others

9. Area of residency

- a) Urban
- b) Rural
- c) Sub urban

10. Birth order

- a) 1st child
- b) 2nd child
- c) 3rd Child

11. Type of mobile phone using

- a) Android
- b) Tablet
- c) I- pods

SECTION-B**STRUCTURED KNOWLEDGE QUESTIONNAIRES**

- 1. In M-Learning M-Stands for**
 - a) Moment
 - b) Mobile
 - c) Motivation
 - d) Music
- 2. Safer duration for using mobile phone**
 - a) Less then 2 hrs
 - b) 2- 4 hrs
 - c) 4-6 hrs
 - d) More then 6 hrs
- 3. Percentages of brightness are should be kept while using mobile**
 - a) 10 %
 - b) 15 %
 - c) 30 %
 - d) 50 %
- 4. Safety web searching sites for children**
 - a) https://
 - b) www
 - c) .com
 - d) .in
- 5. While speaking in mobile the most preferable and safer side is**
 - a) Left side of the ear
 - b) Right side of the ear
 - c) Using headset
 - d) Both (a) & (b)

6. Health problems of excessive uses of mobile phone will be prevented by

- a) Keeping Phone away from the bed
- b) Moves the phone away from your head
- c) Use a headset or speaker phone mode
- d) All are above

7. The safer distance to keep mobile phone while charging

- a) 6 feets
- b) 3 feets
- c) 1 feets
- d) None of above

8. The emergency app available in mobile phone for children

- a) Play store
- b) b) Google map
- c) Kavalan app
- d) Contact to others

9. In the emergency period,the children will use kavalan app by

- a) Press the SOS button
- b) Call him 100
- c) Text message
- d) Voice talk

10. The emergency number for the child safety

- a) 100
- b) 1098
- c) 108
- d) All are above

11. The app in the mobile is guiding while travel

- a) Google map
- b) Play store
- c) Google Chrome
- d) Mail

12. The children safety app available in mobile

- a) ABC mouse.com
- b) Reading eggs
- c) Speech blubs
- d) Kaspersky safe kids

13. Best learning app available in mobile phone

- a) Khan academy
- b) BYJU'S App
- c) Topper App
- d) All the above

14. The best government websites link to book downloader

- a) [http:// www.textbooksonline.tn.nic.in/](http://www.textbooksonline.tn.nic.in/)
- b) [http:// www.tnpsc.gov.in/books.html](http://www.tnpsc.gov.in/books.html)
- c) [http:// www.books](http://www.books)
- d) [http:// www.questions](http://www.questions)

15. The best website to download pdf books?

- a) EBook reader & PDF reader
- b) Free Hindi PDF books
- c) MATLAB programming
- d) Pdf books store

16. Mobile is useful among school children for

- a) Subjects
- b) Sports
- c) General Knowledge
- d) All are above

17. An app available for drawing

- a) How to draw app
- b) Drawing pad app
- c) Doodle Buddy
- d) All are above

18. The app used by the children to improve handwriting through the mobile phone is

- a) Google app
- b) Numbers app
- c) Cursive writing app
- d) Note books

19. Mobile phone education apps are improving educational system in

- a) Enhancement of knowledge
- b) 24/7 Availability
- c) Remote access
- d) All the above

20. The appropriate place to keep the mobile phone while sleeping

- a) Under the pillow
- b) Under the bed
- c) On the cot
- d) on the table

Key:

QUESTION	ANSWER
1	B
2	A
3	B
4	A
5	B
6	A
7	B
8	C
9	A
10	B
11	A
12	B
13	D
14	A
15	A
16	D
17	D
18	C
19	D
20	D

VIDEO ASSISTED TEACHING PROGRAMME

STUDENT TEACHER NAME	:	MRS.S.ARAVINDA KUMAR
COURSE	:	M.S (N) – II YEAR
SUBJECT	:	CHILD HEALTH NURSING
TOPIC	:	ADVANTAGES OF MOBILE PHONE
PLACE	:	CLASS ROOM
DURATION	:	45 MIN to 50 MIN
METHODS OF TEACHING	:	VIDEO ASSISST TEACHING WITH LECTURER CUM DISCUSSION
A.V AIDS	:	VIDEO CLIPS

SELF INTRODUCTION

Good morning to all. I am Mr.S.Aravindakumar, M.sc (N) 2 yr , E.S college of nursing at V.Salai, Villupuram Dist. Now I am taking one class for my requirement purposes. So please co operate with me. Thank you.

CENTRAL OBJECTIVES

At the end of the class in students will be able to acquire knowledge and develop skills regarding advantages of mobile phone and able to give knowledge and awareness to the students with Advantages of mobile phone.

CONTRIBUTORY OBJECTIVES

The students will be able to,

- Definition of mobile phone.
- List out the types of mobile phone.
- List down the facilities of mobile phone.
- Discuss the education apps of mobile phone.
- Enumerate the proper handling of mobile phone.
- Explain the advantages of mobile phone.
- Details of limitation of mobile phone.

S. No	Time	Contributory objectives	Content	Teacher activity	Learner activity	A.V aids
1	3 Min	The students will able to introduction and meaning of mobile phone.	<p>INTRODUCTION</p> <p>The earliest generation of mobile phone could only make and receive calls. Today mobile phone, however are packed with many additional features. Such as web browsers games, cameras, video players and even navigational systems.</p> <p>A mobile phone may also be known as a cellular phone simply a cell phone.</p>	Explaining	Listening	Video clips
2	2 Min	The students will able to definition of mobile phone.	<p>MEANING OF MOBILE PHONE</p> <p>A telephone with access to cellular radio systems. So it can be used over a wide area without a physical connection to a network.</p> <p>DEFINITION OF MOBILE PHONE</p> <p>A mobile phone is a wireless handled device that allows uses to make and receive calls and to send text messages, among other features.</p> <p>A mobile phone may also be known as a cellular phone or simply a cell phone.</p>	Explaining	Listening	Video clips

3	4 Min	List out the types of mobile phone.	<p>TYPES OF MOBILE PHONE</p> <p>Tele communication union measures those with internet connection, which it calls active mobile – broadband subscriptions. (Which includes tablets etc.)</p> <p>Feature phone</p> <p>Feature phone is a term typically used as a retronym to describe mobile phones which are limited in capabilities in contrast to a modern smart phone.</p> <p>Feature phones typically provides voice calling and text messaging functionally in addition to basic multimedia and internet capabilities and other services offered by the users will less services providers.</p> <p>Kosher phone</p> <p>There are orthodox jewish religious restrictions which by some interpretations, standard mobile telephones overstep. To deal with this problem. Some rabbinical organizations have recommended that phones with text – messaging capability not be used by children.</p> <p>Smart Phone</p> <p>Smart phone a number of distinguishing features. The international telecommunication union measures those with internet connection which it calls active mobile broadband subscriptions. (Which includes tablets etc)</p> <p>In the developed world smart phones have now overtaken the usage of earlier mobile systems. However in the develop world they account for around 50% of mobile telephony.</p>	Explaining	Listening	Video clips
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4	2 Min	List down the facilities of mobile phone.	<p>FACILITIES OF MOBILE PHONE</p> <ul style="list-style-type: none"> ➤ MOS integrated circuit chips ➤ Software application and services ➤ SIM cards ➤ Display ➤ Central processing unit ➤ Miscellaneous features ➤ Multimode and multi brand mobile phone. 			
5	18 Min	Discuss the education apps of mobile phone.	<p>APPS ARE USED FOR EDUCATION AND EMERGENCY</p> <p>Reading eggs – learn to read</p> <p>Reading eggs is the multi award winning learning programme that helps children learn to read. They will learn how to read using interactive reading games, guided reading lessons, fun activities and over 2,000 digital story books.</p> <p>Speech blubs; language therapy</p> <p>Speech blubs is a speech therapy application, created in cooperation with speech and language pathologists that uses voice controlled and video technology to develop speech articulation for young children.</p>	Explaining	Listening	Video clips

			<p>Kids academy talented & gifted</p> <p>Kids academy talented & gifted one of the most innovative and engaging program for young learners. Their unique learn – thought-play program combines the most advanced in adaptive technology, artificial intelligence, personalized learning, and gratification to help kids put their best foot forward and get the education they deserve.</p> <p>ABC Mouse.com</p> <p>ABC muse.com early academy preschool curriculum focuses on important basics in the for main curriculum subjects of reading, math, world around us (beginning science and social studies) as well as Art & colors, establishing a foundation of knowledge for young children that they can build up on with confidence and success.</p> <p>Khan academy</p> <p>Khan academy is a free to download app for both students and teachers. This classroom learning app can assign videos, articles, and /or problem sets for the students to complete outside of class. The apps allows you to watch more than 4,300 video lessons on topics including math, science.</p> <p>BYJU’S – The learning app</p> <p>Indian’s No.1 online learning programme for school student. Adaptive visual learning cut revision and practices sessions for student to perfect their understanding of concepts.</p>			
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			<p>Toper Learning app :</p> <p>Toper is the best edu teach app for the classes 5th to 12th. Provide the comprehensive study material of CBSE, ICSE, State boards and other competitive exams. Google class room</p> <p>Google classroom is an excellent tool for any classroom that frequently uses G suite products like Google docs, slides, or sheets. The ability to create and manage assignments is the core component of Google classroom.</p> <p>Book creator</p> <p>Book creator is the simplest way to create digital books, even for not-yet-readers and writers. Children can add photos, videos, or drawing to enhance or tell their stories. Its easy enough for preschoolers, yet can be used by older students or adults. Available on iPod.</p> <p>Puppet pals HD</p> <p>Puppet pals HD directors pass is an easy to use cartoon creator app that allows you to create your own animations using a variety of themes and characters. Children’s imaginations can really run wild when using the app. For more games, check our list of the best educational games for iPod to help educate and entertain young kids.</p> <p>Kaspersky safe kids app:</p> <p>This app are used only children allows you to block access to adult websites and content.Helps you manage access to games & inappropriate apps. Lets’ you manage their screen time by device. Shares expect advice and tips form child</p>			
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			<p>psychologists on online topics.</p> <p>Doodle Buddy app :</p> <p>Using doodle buddy app you can draw write. Virtually finger paint and even stamp pictures onto fun backgrounds that are provided within the app. You have the option to free hand your drawing and creations or even become an artist and smudge the image you have created.</p> <p>How to Draw app :</p> <p>This is one of the most popular drawing apps out there and with good lesson. Offering step-by-step lesson. It's perfect for beginners and offer a wide variety of categories including cartoon, animals and natures.</p> <p>Handwriting apps :</p> <p>Cursive writing wizard is the perfect app to help every child learn have to trace their ABC's, 123's and custom words (such as their names) through a fun system carefully designed to maintain motivation, kids want to have fun, and writing wizard offers a lot of fun to help them motivation in learning writing.</p> <p>Kavalan Seyali App :</p> <p>Tamil Nadu police is happy to bring to people of the state, the Kavalan – SOS app as part of the Tamil Nadu State Police master control room initiative, which the people of Tamil Nadu can use to seek police assistance instantly in emergency situations such as, physical emergencies, eve teasing, kidnapping.</p>			
6	6 Min	Enumerate the proper handling of	<p>PROPER HANDLING OF MOBILE PHONE</p> <ul style="list-style-type: none"> ➤ While it is true we can divorce from our phones but we should be carefully about using them at work. Our phones may be the coolest gadgets, but they may make you seem 	Explaining	Listening	Video clips

		mobile phone.	<p>rather silly.</p> <ul style="list-style-type: none"> ➤ How about giving phone etiquette a read so that you and your gadget don't become a distraction for either you or your students. ➤ Limited times are used and carefully. ➤ During the sleep the mobiles are mode away from your head. ➤ 3 feets distance for keeping while charging the phone. ➤ You talking any louder will not make your voice or message any clear. ➤ If declining these calls is impossible then head out for a walk. ➤ Spit the gum, stop playing with paper clips and don't start reading emails simultaneously because you think you are saving time. 			
7	12 Min	Explain the advantages of mobile phone.	<p>ADVANTAGES OF MOBILE PHONE</p> <p>Communication</p> <p>Mobile phone provide the means to communicate with friends, family, coworkers, and indeed most of the world population instantly. Unlike previous communication devices, they can be on hand for the caller are all times and used in any place where a signal .</p> <p>Small and convenient</p> <p>They fit easily into your pocket or bag, they don't weigh much. There are inexpensive models available for those with a limited budget. If the battery gets low, you can recharge them in your car, or plug them into an electronically outlet using a cable.</p> <p>Photos and video</p>	Explaining	Listening	Video clips

			<p>Many people don't even own a camera nowadays because their phones has all the image and video capturing capability that they require.</p> <p>Texting</p> <p>Text messaging (also known as texting) enables people to communicate with short written messages. Originally phones used SMS technology, allowing the sending of letters, numbers, and symbols, but more recently, MMS technology has allowed multimedia.</p> <p>Entertainment</p> <p>As long you have your mobile phone, there is no reason to great bored. There are a multitude of games to download and play, you can read an online article, or get involved with social media to pass time. Smart phone allows video watching, as well as listening to radio, podcasts, or music.</p> <p>Notes and Reminders</p> <p>Whether it's a shopping list, an important password, or a complicated set of instructions that would be difficult to memorize, mobile phones would be difficult to memorize, mobile phones are a great way to carry notes and reminders.</p> <p>Maps, Navigation, and Travel</p> <p>Finding our way around has never been easier since phones started using GPS to direct us to our destinations, whether driving, cycling, or walking, we can get live updates on our location, roadwork, accidents, and other information.</p> <p>Emergencies</p> <p>In the event of an accident, injury, criminal incident, or</p>			
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			<p>other emergency, mobile phones ensure that emergency services, as well as family and friends, can be contacted immediately. phones for children reassure parents and enable them to know where the children are at all times.</p> <p>Watches and alarm clocks</p> <p>Mobile phone allows you to check the time whenever you need to ruling out the necessity for a watch or a clock in many circumstances. Many people also now use their mobile phone to awaken them each morning.</p> <p>Calculator</p> <p>Having a calculator 24/7 can come in very handy, both in the workplace, and outside of work. It's useful for adding up the bills, working out invoices, taxation rates, percentages, and many other things.</p> <p>Instructor/Teacher</p> <p>A student having a mobile phone means that the student has everything. Easily morning it works as an alarm clock. Also it works as a reminder if you print some notes on the reminders,</p> <p>Access to instant answers</p> <p>With the use of smart phone coupled with internet connectivity students can easily and instantly gain access to answers of different questions without even asking their teachers while in the class room.</p> <p>Increased motivation of students while at school</p> <p>The use of cell phones in school actually helps to encourage students stay focused on a particular task until its completed.</p> <p>Acts as a learning – aid</p>			
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			<p>Cell phones actually act as learning aid in schools. Where by most smart phones can use various educational applications that can be used in a classroom environment.</p> <p>Flash light/Torch</p> <p>One of the most particular functions of the mobile phone is the flash light/torch feature is you lose something important in the dark. Such as your keys or wallet.</p>			
8	3 Min	Details of limitation of mobile phone.	<p>LIMITATION</p> <ul style="list-style-type: none"> ➤ Mobile phone comes with strengths, but also limitations. These strengths and limitations play out in good mobile user experience. ➤ Small screen in spite of the modern trend towards larger-screen phones, what makes mobile phones so convenient and portable is their small size. ➤ Portable = interruptible ➤ Single window although some phone manufactures are trying o accommodate multiple Windows on the screen at the same time, the limited size of the mobile screen makes that goal quite unpractical, even with today's larger-screen phones. 	Explaining	Listening	Video clips

SUMMARY

Till now we are discussed in details about the topic of advantages of mobile phone and their introduction, types, apps, facilities, proper handling, advantages, limitation of mobile phones.

CONCLUSION

We discussed about the topic of an advantages of mobile phone. Now I hope that you have gained knowledge of a mobile phone and it is many useful your future and thanks for your kindly cooperation.

APPENDIX-E

மக்கள் தொகை மாறிகள்

1) வயது

- அ. 6-12 வருடம்
- ஆ. 7-12 வருடம்
- இ. 8-12 வருடம்

2) இனம்

- அ. ஆண்
- ஆ. பெண்

3) தந்தையின் கல்வி தகுதி

- அ. பட்டதாரி
- ஆ. மேல்நிலை பள்ளி
- இ. உயர்நிலை பள்ளி
- ஈ. தொடக்கப் பள்ளி
- உ. முறையான கல்வி இல்லை

4) தாயின் கல்வி தகுதி

- அ. பட்டதாரி
- ஆ. மேல்நிலை பள்ளி
- இ. உயர்நிலை பள்ளி
- ஈ. தொடக்கப் பள்ளி
- உ. முறையான கல்வி இல்லை

5. தந்தையின் தொழில்

- அ. அரசு தொழில் சார்ந்தவை
- ஆ. தனியார் தொழில் சார்ந்தவை
- இ. விவசாயம்
- ஈ. தினக் கூலி

6. தாயின் தொழில்

- அ. அரசு தொழில் சார்ந்தவை
- ஆ. தனியார் தொழில் சார்ந்தவை
- இ. விவசாயம்
- ஈ. இல்லத்தரசி

7. குடும்ப வகை

- அ. தனிக்குடும்பம்
- ஆ. கூட்டுக் குடும்பம்
- இ. விரிவாக்கப்பட்ட குடும்பம்
- ஈ. ஒற்றை குடும்பம்

8. மதம்

- அ. இந்து
- ஆ. கிறிஸ்துவர்
- இ. முஸ்லிம்
- ஈ. மற்றவை

9. வசிக்கும் பகுதி

- அ. நகர்புறம்
- ஆ. ஊரகம்
- இ. அரை நகர்ப்புறம்

10. பிறப்பு ஒழுங்கு

- அ. 1 வது குழந்தை
- ஆ. 2 வது குழந்தை
- இ. 3 வது குழந்தை

11.. பயன்படுத்தும் கைபேசியின் வகை

- அ. ஆண்ட்ராய்டு
- ஆ. டேப்லெட்
- இ. நான் தெற்று

வினாக்கள்

1. M- எனும் எழுத்து எதை உணர்த்துகிறது?
 - அ. நினைவுகள்
 - ஆ. கைபேசி
 - இ. ஊக்குவித்தல்
 - ஈ. இசை
2. கைபேசி உபயோகப்படுத்த பாதுகாப்பான நேரம்
 - அ. 2 மணி நேரத்திற்குக் குறைவாக
 - ஆ. 2-4 மணி நேரம்
 - இ. 4-6 மணி நேரம்
 - ஈ. 6 மணி நேரத்திற்குக் மேலாக
3. கைபேசியைப் பயன்படுத்தும் போது பிரகாசத்தின் சதவீதம் எவ்வளவு இருக்க வேண்டும்?
 - அ. 10
 - ஆ. 15
 - இ. 30
 - ஈ. 50
4. குழந்தைகளுக்கான பாதுகாப்பான வலை தேடல் என்ன?
 - அ. https://
 - ஆ. www
 - இ. .com
 - ஈ. .in
5. கைபேசியில் பேசும் போது மிகவும் விருப்பத்தக்கது மற்றும் பாதுகாப்பானது.
 - அ. காது இடது பக்கம்
 - ஆ. காது வலது பக்கம்
 - இ. ஹெட்செட்டைப் பயன்படுத்துதல்
 - ஈ. இரண்டும் அ மற்றும் ஆ
6. கைபேசியை வைத்திருப்பதன் மூலம் அதிகபடியான பயன்படுகளின் உடல்நிலை பிரச்சனைகளை தடுக்கப்படும்
 - அ. படுக்கையிலிருந்து விலகி
 - ஆ. கைபேசியை தலையின் பக்கம் இருந்து நகர்த்துவதன் மூலம்
 - இ. ஹெட்செட் அல்லது பேச்சாளர் மூலம் தொலைபேசி பயன்முறையைப் பயன்படுத்தவும்
 - ஈ. மேலே உள்ள அனைத்தும்

7. எவ்வளவு தூரத்தில் கைபேசியை உய்யோகப்படுத்துதல் பாதுக்காப்பானது.
- அ. 6 அடி
ஆ. 3 அடி
இ. 1 அடி
ஈ. இதில் எதுவுமில்லை
8. கைபேசியில் குழந்தைக்கான அவதூரக் கால செயலிக் கிடைக்கூடிய தன்மை
- அ. விளையாட்டு கடை செயலி
ஆ. கூகில் வழிக்காட்டி செயலி
இ. காவலன் செயலி
ஈ. மற்றவர்களை தொடர்புக் கொள்ளுதல்
9. அவசரக் காலத்தில் குழந்தைகள் எந்த முறையில் காவலன் செயலியைப் பயன்படுத்தலாம்
- அ. SOS பொத்தானை அழுத்துதல்
ஆ. 100 என்னை தொடர்புக் கொள்ளுதல்
இ. உரை செய்தி
ஈ. பேச்சுக் குரல்
10. குழந்தைக்களுக்கான அவசர எண்கள் என்ன?
- அ. 100
ஆ. 1098
இ. 108
ஈ. மேலே உள்ள அனைத்தும்
11. கைபேசியின் எந்த செயலி பயனத்தின் பொது வழி காட்டுகிறது?
- அ. கூகில் வழிக்காட்டி
ஆ. விழளையாட்டு கூடை செயலி
இ. மஞ்சள் குரோம்
ஈ. மின்னஞ்சல்
12. குழந்தைகள் பாதுகாப்பு பயன்பாடு கைபேசியில் கிடைக்கிறது.
- அ. காஸ்பர்ஸ்கி பாதுகாப்பான குழந்தைகள்
ஆ. முட்டைகளைப் படித்தல் செயலி
இ. பேச்சு புளப்ஸ்
ஈ. ABC எலி.com
13. கைபேசியில் சிறந்த கற்றல் பயன்பாடு
- அ. கான் அகாடமி
ஆ. BYGU'S செயலி
இ. டாப்பர் செயலி
ஈ. இவை அனைத்தும்

14. இவைகளில் சிறந்த அரசாங்க புத்தக பதிவிறக்கத்திற்கு பயன்படும் வளைதள இணைப்பு எது

- அ. <http://www.textbooks.online.tn.nic.in/>
- ஆ. <http://www.tnpsc.gov.in/books.html>
- இ. <http://www.books>
- ஈ. <http://www.questions>

15. PDF புத்தகங்களை பதிவிறக்க சிறந்த வலைதளங்கள் எது

- அ. மின்புத்தக வாசிப்பான் மற்றும் PDF வாசிப்பான்
- ஆ. இலவச இந்தி PDF புத்தகம்
- இ. MATLAB நிரலாக்கம்
- ஈ. PDF புத்தக கடை

16. பள்ளி குழந்தைகளின் மத்தியில் கைபேசி பயனுள்ளது எதற்காக

- அ. பாடத்திட்டங்களின்
- ஆ. வியாட்டு
- இ. பொது அறிவு
- ஈ. மேல் உள்ள அனைத்தும்

17. குழந்தைகள் வரைபத்திற்கான சிறந்த செயலி

- அ. வரைப்பாட்டு செயலி எப்படி பயன்படுத்தலாம்
- ஆ. வரைப்பாட்டு அட்டை செயலி
- இ. டூதல் நண்பர்
- ஈ. மேலே உள்ள அனைத்தும்

18. குழந்தைகள் கையெழுத்து பயிற்ச்சியைச் கைபேசியின் மூலம் எப்படி கற்றுக் கொள்கிறார்கள்

- அ. கூகிள் செயலி
- ஆ. எண்கள் செயலி
- இ. எழுத்து பயன்பாடு
- ஈ. புத்தக குறிப்பேடுகள்

19. கல்வி துறையில் கைபேசி எவ்வாறு கல்வி செயலியின் மூலம் மேம்படுத்துகிறது.

- அ. விரிவாக்க அறிவு
- ஆ. 24/7 கிடைக்கக்கூடிய நன்மை
- இ. தொலை அணுகல்
- ஈ. மேலே உள்ள அனைத்தும்

20. தூங்கும்போது கைபேசியை எங்கு வைத்துத் தூங்குவது சிறந்தது.

- அ. தலையணை அடியில்
- ஆ. படுக்கையின் அடியில்
- இ. கட்டிலின் மீது
- ஈ. மேசையின் மீது

விடைகள்

வினாக்கள்	விடைகள்
1	ஆ
2	அ
3	ஆ
4	அ
5	ஆ
6	அ
7	ஆ
8	இ
9	அ
10	ஆ
11	அ
12	ஆ
13	ஈ
14	அ
15	அ
16	ஈ
17	ஈ
18	இ
19	ஈ
20	ஈ

மாணவ ஆசிரியரின் பெயர்	:	திரு.சு.அரவிந்த குமார்
கல்வி	:	ஆ.ளுஉ (செவிலியர்) இரண்டாம் ஆண்டு
பாடம்	:	குழந்தைகள் நல செவிலியர் பிரிவு
தலைப்பு	:	கைபேசியின் நன்மைகள்
இடம்	:	வகுப்பறை
நேரம்	:	45 நிமிடம் முதல் 50 நிமிடம் வரை
கற்பிக்க உதவும் உபகரணம்	:	கானொலி காட்சி
கல்வி புகட்டும் முறை	:	கானொலி காட்சி மூலம் பிரசாங்கம் மற்றும் கலந்துரையாடல்

சுய அறிமுகம்:

அனைவருக்கும் காலை வணக்கம். நான் திரு.சு.அரவிந்தகுமார் ஆ.ளுஉ (செவிலியர்) இரண்டாம் ஆண்டு நுளு நா்சிங் கல்லூரி, வி.சாலை, விழுப்புரம் மாவட்டம். இப்போது எனது தேவைகள் நோக்கங்களுக்காக ஒரு வகுப்பை எடுத்துக்கொள்கிறேன். எனவே அனைவரும் ஒத்துளைக்குமாறு தாழ்மையுடன் கேட்டுக் கொள்கிறேன்.

நன்றி

மையக் கருத்து

இந்த வகுப்பின் இறுதியில் மாணவர்கள் அணைவரும் கைபேசியின் நன்மைகளை பற்றியும், கைபேசியின் விழிப்புணர்வு பற்றியும் நன்கு அறிந்து கொள்வார்கள்.

துறைக் குறிக்கோள்:-

திட்டமிட்ட போதனை முறைக்கு பிறகு குழந்தைகள்

- கைபேசியின் வரையறை
- கைபேசியின் வகைகளை வரிசை படுத்துதல்
- கைபேசியின் வசதிகளை பட்டியலிடுதல்
- கைபேசியின் மூலம் கல்வி செயலிகளை பற்றி விவாதித்தல்
- கைபேசியின் சரியான கையாளுதலைக் கணக்கிடுதல்
- கைபேசியின் நன்மைகளை விளக்குதல்
- கைபேசியின் வரம்பு பற்றிய விவரங்கள்

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
1	3 நிமிடம்	கைபேசியை பற்றி முன்னோட்டம்	<p>முன்னுரை:-</p> <p>கைபேசியின் வந்த புதிதின் வரும் அழைப்புகளை மட்டுமே ஏற்க முடியும், ஆனால் தற்போது அது பல வசதிகளுடன் செயல்படுகிறது. அதில் இணையதளம், கேமரா, காணொளிகள் மேலும் வரைபடங்கள் உள்ளிட்டவை அடங்க உள்ளது.</p> <p>கைபேசியின் அர்த்தம்:-</p> <p>கைபேசி, வானொலி மூலமாக செயல்படும் கருவி, இதனை அதிக தொலைவில் இருந்து மனிதனின் தொடர்பு இல்லாமல் பயன்படுத்தலாம்.</p>	விவரித்தல்	கவனித்தல்	காணொலி காட்சி
2	2 நிமிடம்	கைபேசியின் வரையறை	<p>கைபேசியின் வரையறை:-</p> <p>கைபேசி, கம்பிகள் அல்லாத ஒலி வழியாக இயங்கும் கருவி, இதில் வரும் அழைப்புகளை ஏற்கவும், செய்திகளை அனுப்பவும் மேலும் பல வசதிகளும் செய்ய இயலும்.</p>	விவரித்தல்	கவனித்தல்	காணொலி காட்சி

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
3	4 நிமிடம்	கைபேசியின் வகைகளை வரிசைபடுத்துதல்	<p>வகைகள்: தொலை தொடர்பு கட்டமைப்பின் வகைகளில் இணையதளமும் உள்ளடங்கும் தனிசிறப்பு கைபேசி:- தனி சிறப்பு வாய்ந்த கைபேசியின் வகைகளில் குரல் அழைப்புகள் மற்றும், செய்தி பரிமாற்றம் இணையதள வசதிகளுடன் கூடிய தனிசிறப்பு கைபேசிகள் பயனாளிகளுக்கு வழங்கப்பட்டது.</p> <p>கோரூர் கைபேசி:- இவ்வகையான கைபேசிகள் மரபு வழி யூத மத கோட்பாடு. இந்த சிக்கலை சமாளிக்க உரை செய்தி அனுப்பும் திறன் கொண்ட கைபேசிகளை குழந்தைகள் பயன்படுத்தக் கூடாது என்று சில ரபினிக்கல் அமைப்பு பரிந்துரைத்துள்ளது.</p> <p>ஸ்மார்ட்டு கைபேசி:- ஸ்மார்ட்டு போன் பல தனித்துவமான அம்சங்கள், சர்வதேச தொலைதொடர்பு சங்கம் இணைய இணைப்பு உள்ளவர்களை செயலில் கைபேசி பிராட்பேண்ட் சந்தாக்கள் என்று அழைக்கிறது. வளர்ந்த நாடுகளில் ஸ்மார்ட்டு போன் முந்தைய மொபைல் அமைப்புகளின் பயன்பாட்டை இப்போது முந்தியுள்ளது. இருப்பினும் வளர்ந்த நாடுகளில் அவை தொலைபேசியில் 50 சதவிகிதம் ஆகும்.</p>	விவரித்தல்	கவனித்தல்	கானொலி காட்சி

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
4	2 நிமிடம்	கைபேசியின் வசதிகளை பட்டியலிடுதல்	<p>கைபேசியன் உள்ள வசதிகள்:-</p> <ul style="list-style-type: none"> • MOS ஒருங்கிணைந்த சிப்பு • மென்பொருள் செயலிகள் • குருந்தகடு • காட்சி பலகை • CPU • இதர வகைகள் • பல பயன்முறைகள் மற்றும் • பல தரம்வாய்ந்த கைபேசி 	விவரித்தல்	கவனித்தல்	கானொலி காட்சி
5	18 நிமிடம்	கைபேசியின் மூலம் கல்வி செயலிகளை பற்றி விவாதித்தல்	<p>செயலிகள் அதிகமாக பயன்படுத்துவது கல்விக்காகவும் மற்றும் அவசர வேலைக்காகவும்:-</p> <p>முட்டைகளைப் படித்தல் செயலி</p> <p>இவ்வகை செயலிகள் மூலம் அதிகம் படிப்பதற்கு குழந்தைகளுக்கு பயன்படுகிறது.</p> <p>படிப்பதற்கும், விளையாடுவதற்கும், கதை புத்தகங்கள் படிக்கவஜம் பயன்படுத்தலாம். மேலும் இதில் 2000 நவீன நவீன கதை புத்தகங்கள் உள்ளது.</p>	விவரித்தல்	கவனித்தல்	கானொலி காட்சி

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
			<p>பேச்சு, புளப்ஸ்: மொழி சிகிச்சை:-</p> <p>பேச்சு பல்புகள் என்பது பேச்சு மற்றும் மொழி நோயியலாளரின் ஒத்துழைப்புடன் உருவாக்கப்பட்ட ஒரு பேச்சு சிகிச்சை பயன்பாடாகும், இது சிறு குழந்தைக்களுக்கான பேச்சு வெளிப்பாட்டை உருவாக்க குரல் கட்டுப்பாடு மற்றும் வீடியோ தொழில் நுட்பத்தைப் பயன்படுத்துகிறது.</p> <p>கிட்ஸ் அகாடமி திறமையான மற்றும் பரிசளித்தவர்:-</p> <p>கிட்ஸ் அகாடமி இளம் கற்றவர்களுக்கு மிகவும் புதுமையான மற்றும் ஈர்க்கும் நிரலாக்கத்தில் திறமையான மற்றும் பரிசளித்தது அவற்றின் தனித்துவமான கற்றல் - த்ரெட்- ப்ளே நிரலாக்கமானது தகவமைப்பை தொழில் நுட்பத்தில் மிகவும் மேம்பட்டதை ஒருங்கிணைக்கிறது.</p> <p>ABC எலி காம்:-</p> <p>ஏபிசி மவுஸ்.காம் ஆரம்ப அகாடமி பாலர் பாடத்திட்டம் வாசிப்பு, கணிதம், நம்மைச் சுற்றியுள்ள உலகம் (அறிவியல் மற்றும் சமூக ஆய்வுகளைத் தொடங்குதல்) மற்றும் கலை மற்றும் வண்ணங்கள் போன்ற முக்கிய பாடத்திட்ட பாடங்களில் முக்கியமான அடிப்படைகளில் கவனம் செலுத்துகிறது.</p>			

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
			<p>கான் அகாடமி:-</p> <p>கான் அகாடமி என்பது மாணவர்கள் மற்றும் ஆசிரியர்களுக்கான இலவச பயன்பாட்டை பதிவிறக்குகிறது.</p> <p>இந்த வகுப்பறை கற்றல் பயன்பாடு மாணவர்கள் வகுப்பிற்கு வெளியே முடிக்க வீடியோக்கள், கட்டுரைகள் மற்றும் அல்லது சிக்கல் தொகுப்புகளை ஒதுக்கலாம் கணிதம், அறிவியல் உள்ளிட்ட தலைப்புகளில் 4,300 அதிகமாக உள்ளன.</p> <p>BYJU'S – கற்றல் பயன்பாடு:-</p> <p>பள்ளி மாணவர்களுக்கான இந்தியர்கள் மே.1 ஆன்லைன் கற்றல் திட்டம் தகவமைப்பை காட்சி கற்றல் வெட்டு திருத்தம் மற்றும் மாணவர்களுக்கான அவர்களின் கருத்துகளைப் புரிந்து கொள்வதற்கான அமர்வுகள் இலவச வீட்டு டெமோ.</p> <p>TOPER – கற்றல் பயன்பாடு:-</p> <p>5 முதல் 12 ஆம் வகுப்புகளுக்கு டாப்பர் சிறந்த ஆடு கற்பித்தல் பயன்பாடாகும் ரிபிஎஸ்இ, ஜரிஎஸ்இ, மாநில வாரியம் மற்றும் பிற போட்டித் தேர்வுகளின் விரிவான ஆய்வுப் பொருள்களை வழங்குதல்.</p>			

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
			<p>கூகில் வகுப்பு அறை:- கூகில் டாக்ஸ், ஸ்லைடுகள் அல்லது தாள்கள் போன்ற ஜி தள தயாரிப்புகளை அடிக்கடி பயன்படுத்தும் எந்த வகுப்புகளுக்கும் கூகில் வகுப்பு அறை ஒரு சிறந்த கருவியாகும் கூகிள் வகுப்பறையின் முக்கிய அங்கமாக பணிகளை உருவாக்கி நிர்வகிக்கும் திறன் உள்ளது.</p> <p>புத்தக உருவாக்கி:- டிஜிட்டல் புத்தகங்களை உருவாக்குவதற்கான எளிய வழி புத்தக உருவாக்கியவர் இன்னும் வாசகர்கள் மற்றும் எழுத்தாளர்களுக்கு கூட, குழந்தைகள் தங்கள் கதைகளை மேம்படுத்த அல்லது சொல்ல புகைப்பட்டங்கள், வீடியோக்கள் அல்லது வரைபடத்தை சேர்க்கலாம் ஐ -பாட் பாடசாலைக்களுக்கு இது போதுமானது.</p> <p>பொம்மை நட்பு HD:- பொம்மை நண்பர்களின் எச்டி இயக்குநர்கள் பாஸ் என்பது கார்டுன் கிரியேட்டர் பயன்பாட்டைப் பயன்படுத்த எளிதானது.இது பல்வேறு கருப்பொருள்கள் மற்றும் எழுத்துக்களைப் பயன்படுத்தி உங்கள் சொந்த அனிமேஷன்களை உருவாக்க உங்களை அனுமதிக்கிறது. மேலும் விளையாட்டுகளுக்கு இளம் ஜீட்களைப் பயிற்றுவிக்கவும் மகிழ்விக்கவும் உதவும் ஐ பாடிற்கான சிறந்த கல்வி விளையாட்டுகளின் பட்டியலைச் சரிபார்க்கவும் உதவும்</p>			

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
			<p>காஸ்பர்ஸ்கி பாதுகாப்பான குழந்தைகள்:</p> <p>இந்த பயன்பாடு பயன்படுத்தப்படுகிறது வயது வந்தோர் வலைத்தளங்கள் மற்றும் உள்ளடக்கத்திற்கான அனுகலைத் தடுக்க குழந்தைகள் மட்டுமே உங்களை அனுமதிக்கிறார்கள். கேம்கள் மற்றும் பொருத்தமற்ற பயன்பாடுகளுக்கான அனுகலை நிர்வகிக்க உதவுகிறது. சாதனத்தின் மூலம் அவர்களின் திரை நேரத்தை நிர்வகிக்கலாம்.</p> <p>பங்குகள் ஆலோசனை மற்றும் உதவிக்குறிப்புகள் ஆன்லைன் தலைப்புகளில் குழந்தை உளவியலாளர்களை உருவாக்குகின்றன.</p> <p>டுடல் பட்டி:-</p> <p>டுடல் நண்பரின் பயன்பாட்டைப் பயன்படுத்தி நீங்கள் எழதலாம் பயன்பாட்டிற்குள் வழங்கப்பட்ட பன்னணியைக் கண்டுபிடிக்க கிட்டத்தட்ட விரல் வண்ணப்பூச்சு மற்றும் படங்களை முத்திரையிடவும் உங்களிடம் உள்ளது. உங்கள் வரைதல் மற்றும் படைப்புகளை இலவசமாக வழங்குவதற்கான விருப்பம் அல்லது ஒரு கலைஞராக மாறி நீங்கள் உருவாக்கிய படத்தை வரிசைப்படுத்தலாம்.</p> <p>How to Draw செயலி:-</p> <p>இது மிகவும் பிரபலமான வரைதல் பயன்பாடுகளில் ஒன்றாகும். மேலும் நல்ல பாடம் உள்ளது. படிப்படியான பாடத்தை வழங்குதல் இது ஆரம்பநிலைக்கு ஏற்றது மற்றும் கார்ட்டூன் விலங்குகள் மற்றும் இயல்புகள் உள்ளிட்ட பல்வேறு வகைகளை வழங்குகிறது.</p>			

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
			<p>கையெழுத்து பயன்பாடு:-</p> <p>ஒவ்வொரு குழந்தையும் தங்கள் ஏபிசிஇ 123 மற்றும் தனிப்பயன் சொற்களை (அவற்றின் பெயர்கள் போன்றவை) ஒரு வேடிக்கையான அமைப்புகள் மூலம் உந்துதலைப் பராமரிக்க கவனமாக வடிவகைப்பட்டுள்ளன. குழந்தைகள் வேடிக்கையாக இருக்க விரும்புகிறார்கள், மற்றும் வழிகாட்டி எழுதுவது நிறைய வழங்குகிறது. எழுத்தை கற்றுக்கொள்வதில் அவர்களுக்கு ஊக்கமளிக்க உதவும்.</p> <p>காவலன் செயலி பயன்பாடு:-</p> <p>தமிழ்நாட்டின் ஒரு பகுதியாக காவலன் - எஸ்ஓஎஸ் பயன்பாட்டை மாநில மக்களிடம் கொண்டு வருவதில் தமிழ் மற்றும் காவல் துறை மகிழ்ச்சியடைகிறது. போலிஸ் மாஸ்டர் கண்ட்ரோல் ரூம் முன்முயற்சி அவசரக்கால சூழ்நிலையில் உடனடியாக போலீஸ் உதவியை பெற தமிழக மக்கள் பயன்படுத்தலாம் (ஈவ் கிண்டல், கடத்தில் பேன்றவை)</p>			

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
6	6 நிமிடம்	கைபேசியின் சரியான கையாளுதலைக் கணக்கிடுதல்	<p>கைபேசியை சரியான முறையில் கையாளுதல்:-</p> <ul style="list-style-type: none"> • எங்கள் கைபேசியைலிருந்து விவாகரத்து செய்யலாம் என்பது உண்மைத்தான். ஆனால் வேலையில் அவற்றைப் பற்றி நாம் கவனமாக இருக்க வேண்டும். எங்கள் தொலைபேசி மிகச்சிறந்த கேஜெட்களாக இருக்கலாம். ஆனால் அவை உங்களை வேடிக்கையானதாக தோன்றக்கூடும். • கைப்பேசி ஆதாரம் ஒரு வாசிப்பைக் கொடுப்பது என்பது. • இதன் மூலம் நீங்களும் உங்கள் கேஜெட்டும் உங்கள் மாணவர்களிடையே கவனச்சிதறலாக மாறாது. • வரையறுக்கப்பட்ட நேரங்கள் கவனமாக பயன்படுத்தப்படுகின்றன. • தூக்கத்தின் போது மொபைல்கள் உங்கள் தலையிலிருந்து விலகி வைத்திருக்க வேண்டும். • கைபேசியை சார்ஜ் செய்யும் போது வைத்திருக்க 3 அடி தூரம். • நீங்கள் சத்தமாக பேசினால் உங்கள் குரல் அல்லது செய்திகளை தெளிவுப்படுத்த முடியாது. 	விவரித்தல்	கவனித்தல்	கானொலி சாட்சி

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
7	12 நிமிடம்	கைபேசியின் நன்மைகளை விளக்குதல்	<p>கைபேசியின் நன்மைகள்:-</p> <p>தொடர்பு:-</p> <p>நண்பர்கள், குடும்பத்தினர், சக பணியாளர்கள் மற்றும் உலக மக்கள் தொகையில் பெரும்பாலானவர்களுடன் உடனடியாக தொடர்பு கொள்வதற்கான வரிகளை மொபைல் கைபேசி வழங்குகிறது. முந்தைய தகவல்தொடர்பு சாதனங்களைப் போலல்லாமல், அழைப்பாளருக்கு அவர்கள் கையில் இருக்க முடியும் எல்லா நேரங்களும் சமீக்கை இருக்கும் எந்த இடத்திலும் பயன்படுத்தலாம்.</p> <p>சிறிய மற்றும் வசதியானது:-</p> <p>அவை உங்கள் பாக்கெட் அல்லது பையில் எளிதில் பொருந்துகின்றன. வரையறுக்கப்பட்ட பக்கெட்டைக் கொண்டவர்களுக்கு மலிவான மாதிரிகள் உள்ளன. பேட்டரி குறைவாக இருந்தால் உங்கள் கார்டில் ரீசார்ஜ் செய்யலாம் அல்லது கேபிளைப் பயன்படுத்தி மின் நிலையத்தில் செருகலாம்.</p> <p>புகைப்படங்கள் மற்றும் வீடியோ:-</p> <p>இப்போதெல்லாம் பலர் கேமராவை கூட வைத்திருக்க மாட்டார்கள், ஏனெனில் அவர்களின் கைபேசிகளில் அவர்களுக்குத் தேவையான அனைத்து படங்களும் வீடியோக்களும் பிடிக்கும் திறன் உள்ளது.</p>	விவரித்தல்	கவனித்தல்	கானொலி சாட்சி

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
			<p>குறுஞ்செய்தி:-</p> <p>குறுஞ்செய்தி அனுப்புதல் (குறுஞ்செய்தி என்றும் அறியப்படுகிறது) குறுகிய எழுத்தப்பட்ட செய்திகளுடன் தொடர்பு கொள்ள மக்களுக்கு உதவுகிறது. முதலில் கைபேசிகள் எஸ்எம்எஸ் (SMS) தொழில் நுட்பத்தைப் பயன்படுத்தின, கடிதங்கள், எண்கள் மற்றும் சின்னங்களை அனுப்ப அனுமதிக்கிறது ஆனால் சமீபத்தில் எம்எம்எஸ் (ஆஆஎ) தொழில்நுட்பம் உதவுகிறது.</p> <p>பொழுதுபோக்கு:-</p> <p>உங்கள் மொபைல் போன் உங்களிடம் இருக்கும் வரை பெரிய சலிப்பைக்கு எந்த காரணமும் இல்லை. பதிவிறக்குவதற்க்கும் விளையாடுவதற்க்கும் ஏராளமான விளையாட்டுகள் உள்ளன. நீங்கள் ஒரு ஆன்லைன் கட்டுரையைப் படிக்கலாம் அல்லது நேரத்தை கடக்க சமூக கூடகங்களுடன் தொடர்புக் கொள்ளலாம்.</p> <p>குறிப்புகள் மற்றும் நினைவூட்டல்கள்:-</p> <p>அதன் ஷாப்பிங் பட்டியல் ஒரு முக்கியமான கடவுச்சொல் அல்லது மொபைல் போன்களை மனப்பாடம் செய்வது கடினம் என்று ஒரு சிக்கலான அறிவுறுத்தல் மொபைல் போன்களை மனப்பாடம் செய்வது கடினம் என்பது சலிப்பு மற்றும் நினைவூட்டல்களைக் கொண்டு செல்வற்கான சிறந்த வழியாகும்.</p>			

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
			<p>வரைபடங்கள், ஊடுருவல் மற்றும் பயணம்:-</p> <p>வாகனம் ஓட்டுதல், சைக்கிள் ஓட்டுதல் அல்லது நடைபயிற்சி போன்றவற்றிற்கு கைபேசிகள் ஜீபிஎஸ் ஸைப் பயன்படுத்தத் தொடங்கியதிலிருந்து எங்கள் வழியைக் கண்டுபிடிப்பது ஒருபோதும் எளிதானது அல்ல எங்கள்</p> <p>இருப்பிடம், சாலைப்பணி, விபத்துக்கள் மற்றும் பிற தகவல்களை பற்றிய நேரடி புதுப்பிப்புகளைப் பெறலாம்.</p> <p>அவசர நிலைகள்:</p> <p>விபத்து, காயம், கிரிமினல் சம்பவம் அல்லது பிற அவசரநிலை ஏற்பட்டால் அவசரகால ஏற்பட்டால் அவசரகால சேவைகளையும், குடும்பத்தினரையும் நண்பர்களையும் உடனடியாக தொடர்பு கொள்ளலாம் உடனடியாக என்பதை மொபைல் போன்கள் உறுதி செய்கின்றன. குழந்தைக்கான கைபேசிகள் பெற்றோருக்கு உறுதியளித்து, எல்லா நேரங்களிலும் குழந்தைகள் எங்கே ரெக்கிரார்கள் என்பதை அறிய உதவுகிறது.</p> <p>கடிகாரங்கள் மற்றும் அலாரம்:-</p> <p>பல சூழ்நிலைகளில் ஒரு கடிகாரம் அல்லது கடிகாரத்தின் அவசியத்தை நீங்கள் நிராகரிக்க வேண்டிய போதெல்லாம் நேரத்தை சரிபார்க்க மொபைல் போன்கள் உங்களை அனுமதிக்கின்றன. ஒவ்வொருவரும் காலையில் எழுந்திருக்க பலர் புதியவர்கள் தங்கள் மொபைல் போன்னைப் பயன்படுத்துகிறார்கள்.</p>			

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
			<p>கால்குலேட்டர்:-</p> <p>ஒரு கால்குலேட்டரை 24:7 பணியிடத்தில் அல்லது வேலைக்கு வெளியே மிகவும் எளிதில் வரலாம் பில்களைச் சேர்ப்பது, விலைப்பட்டியல், வரிவிதிப்பு விகிதங்கள், சதவிதம் மற்றும் பல விஷயங்களைச் செயல்படுத்த இது பயனுள்ளதாக இருக்கும்.</p> <p>பயிற்றுவிப்பாளர் ∴ ஆசிரியர்:-</p> <p>ஒரு மாணவனுக்கு மொபைல் போன் இருப்பதால், மாணவனிடம் எல்லாம் இருக்கிறது என்று பொருள். எளிதில் காலையில் அது வேலை செய்யும் அலாரம் கடிகாரம் நினைவூட்டல்களில் சில குறிப்புகளை அச்சிட்டால் இது ஒரு நினைவூட்டலாகவும் செயல்படும்.</p> <p>உடனடி பதில்களுக்கான அணுகல்:-</p> <p>தொடக்க கைபேசியைப் பயன்படுத்துவதோடு இணைய இணைப்பு மாணவர்களும் வகுப்பு அறையில் இருக்கும் போது ஆசிரியரிடம் கூட கேட்காமல் வெவ்வேறு கேள்விகளுக்கான பதில்களை எளிதாகவும் உடனடியாகவும் அணுகலாம்.</p>			

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
			<p>பள்ளியில் இருக்கும் போது மாணவர்களின் உந்துதல் அதிகரிப்பது:-</p> <p>பள்ளியில் செல்போன்களின் பயன்பாடு உண்மையில் ஒரு குறிப்பிட்ட பணியை மையமாகக் கொண்ட ஒரு குறிப்பிட்ட பணியில் கவனம் செலுத்துவதை மாணவர்களை ஊக்குவிக்க உதவுகிறதுகற்றல் உதவியாக செயல்படுகிறது:-</p> <p>செல் .:போனர்கள் உண்மையில் பள்ளிகளில் கற்றல் உதவியாக செயல்படுகின்றன. அங்கு பெரும்பாலான ஸ்மார்ட் .:போனர்கள் வகுப்பறை சூழலில் பயன்படுத்தக் கூடிய பல்வேறு கல்வி பயன்பாடுகளைப் பயன்படுத்தலாம்.</p> <p>.:ப்ளாஷ் லைட் (அ) டார்ச்:-</p> <p>மொபைல் .:போனின் மிகவும் குறிப்பிட்ட செயல்பாடுகளில் ஒன்று .:ப்ளாஷ் லைட் (அ)டார்ச் அம்சமாகும், நீங்கள் இருட்டில் முக்கியமான ஒன்றை இழக்கிறீர்கள். உங்கள் விசைகள் அல்லது பண்ப்பையை போன்றவை.</p>			

வ. எண்	நேரம்	குறிப்பிட்ட குறிக்கோள்	பொருள் அடக்கம்	ஆசிரியரின் செயல்பாடு	கற்பவர் செயல்பாடு	கேட்பொலிச் சாதனம்
8	3 நிமிடம்	கைபேசியின் வரம்பு பற்றிய விவரங்கள்	<p>வரம்பு:-</p> <p>மொபைல் போன் பலம் மற்றும் வரம்புகளுடன் வருகிறது. இந்த வலிமையும் வரம்புகளும் நல்ல மொபைல் பயனர் அனுபவத்தில் இயங்குகின்றன.</p> <p>பெரிய திரை தொலைபேசிகளை நோக்கிய நவீன போக்கு இருந்த போதிலும் சிறிய திரை மொபைல் போன்களை மிகவும் வசிதியாகவும் சிறியதாகவும் மாற்றுவது அவற்றின் சிறிய அளவு ஆகும்.</p> <p>சிறிய - குறுக்கீடு</p> <p>ஒன்றை சாளரம் இருப்பினும் சில கைபேசிகள் பல விண்டோக்களை ஒரே நேரத்தில் திரையில் ஒரே நேரத்தில் மாற்றியமைக்க முயற்சிக்கின்றன. இன்றும் பெரிய திரை கைபேசிகளுடன் கூட இருக்கிறோம்.</p>	விவரித்தல்	கவனித்தல்	கானொலி காட்சி

சுருக்கம்:-

கைபேசியின் நன்மைகள் மற்றும் அவற்றின் அறிமுகம், வகைகள், பயன்பாடுகள், வசதிகள், சரியான கையாளுதல், நன்மைகள், கைபேசியின் வரம்பு பற்றிய விவரங்கள் குறித்து இப்போது வரை விவாதிக்கப்பட்டுள்ளோம்.

முடிவுரை:-

கைபேசியின் நன்மைகள் தலைப்புகள் பற்றி நாங்கள் விவாதித்தோம். இப்போது நீங்கள் ஒரு கைபேசியை பற்றிய அறிவைப் பெற்றுள்ளீர்கள் என்று நம்புகிறேன். இது உங்கள் எதிர்காலத்திற்கு மிகவும் பயனுள்ளதாக இருக்கும், மேலும் உங்கள்

அன்பான ஒத்துழைப்புக்கு நன்றி.

CERTIFICATE

This is to certify that this dissertation work titled “**EFFECTIVENESS OF VIDEO ASSISTED TEACHING ON KNOWLEDGE REGARDING ADVANTAGES OF MOBILE PHONE AMONG SCHOOL GOING CHILDREN AT SELECTED SCHOOL, VILLUPURAM, TAMILNADU**” of the candidate **ARAVINDA KUMAR S** with registration Number **301818451** for the award of **M.Sc (Nursing)** in the branch of **Child Health Nursing**. I personally verified the Small – SEQ – Toll.com website for the purpose of plagiarism check. I found that the uploaded thesis file contains from introduction to conclusion pages and results shows less than 15% of plagiarism in the dissertation.

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