A Study About the Role of Digital Multimedia Among Preschool Childeren.

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ABSTRACT The combination of digital multimedia element such as graphics, audio, cartoon, animation and text could create an interesting and interactive learning environment for preschool children. Preschool may not a place where formal education is imparted but yes, it definitely is a place where children have their first taste of independence. Preschool education is the provision of education for children before the commencement of statutory education usually between the ages of 3 to 6 year. The Goal of this study was to identify the role of digital multimedia among preschool children. Sample size was 100 students, 50 from government and 50 from private school. Sample area was Lucknow city and study period was one year July 2014 to June 2015. The results indicate that the children like to see cartoon and they act like their most favorite cartoon hero. Children from both government and private school like ninja hathori and think program advice is useful for them. Most of the government and private school students watch cartoon respectively 2-3 hours and 1-2 hours.

1. INTRODUCTION

Early childhood care is one of the best ways to assure the child a smooth transition into primary school. It is also a critical factor in the child's subsequent transition to adulthood, influenced both social skill and behavior choices. Early childhood care and education in which preschool education is include is total development of young child parent or community involvement and development need to be viewed as integral part of ecce.

ICT stand for "information and communication technologies." This term is now widely used in educational research, policy and practice. ICT can be define as "anything which allows as to get information to communicate with each other to have an effect on the environment using electronic or digital equipment ." In early childhood education, the term ICT could include computer hardware and software, digital cameras and video cameras, the internet, telecommunication tools, programmable toys and many other devices and resources.

Multimedia is the field concerned with the computer controlled integration of text graphic, drawing, audio, video, cartoon, animation and another media where every type of information can be represented, stored, transmitted and processed digitally. Multimedia has been widely educational technologies. Its plays a very important role in assisting children learning processes. Multimedia has the potential to create high quality learning environments, with the capability of creating a more realistic learning context through its different media. It also helps allowing a learner to take better control of the classroom especially when the class size is large.

Cartoons are playing a vital role in changing behavior of the children. They involve themselves more and behave like the hero's of these cartoons. Kids adopt their way of talking, walking, dressing, and eating many cartoon depict scenes of violence or danger at whitewash the effect of that violence.

2. Objective

To study the role of digital multimedia among preschool children.

3. Hypothesis

Ho: There is no significant role of multimedia access among preschool children.

4. Materials and Methods

- The study was conducted in lucknow city of Uttar Pradesh during one year July 2014 to June 2015.
- Random sampling method was used for the sample selection.
- 100 students of 3-6 year, 50 from government and 50 from private school were selected for the study.
- Self constructed questionnaire was used for the data collection.

After data collection, the data were tabulated in Microsoft excel and analysis was done by using frequency, percentage and t-test through SPSS (20th version) software.

5. Result and discussion

Table: 1: Distribution of effect of animation and video on concept formation

S.No.	Statement	Government Frequency (%)	Private Frequency (%)
1.	Chota bheem	11 (22.0)	13(26.0)
2.	Doremon	12 (24.0)	12(24.0)
3.	Tom and jerry	4 (8.0)	3(6.0)
4.	Ninja hathori	23 (46.0)	22(44.0)
	Total	50	50

Effect of animation and videos on concept formation

The majority of the child respondents are like too watch the ninja hathori 44 percent of the respondents are like to watch this cartoon. Less than 25 percent respondents would like to see the doremon as well as the chota beam cartoon series. Very few percent of respondents are response to see the Tom and Jerry cartoon series, which is most common series from many years ago.

Table: 2: Distribution of effect of animation and video on concept formation of government and private school.

S.No.	Statement	Government			Private		
		Yes Frequency (%)	No Frequency (%)	Total	Yes Frequency (%)	No Frequency (%)	Total
1.	Do you watch educational program on cartoon channel. ?	25(50.0)	25(50.0)	50	29(58.0)	21(42.0)	50
2.	Was the program advice is useful?	36(72.0)	14(28.0)	50	36(72.0)	14(28.0)	50
3.	Knowledge about living and non living things.	31(62.0)	19(38.0)	50	30(60.0)	20(40.0)	50
4.	Do you avoid your home work if you watch cartoon?	41(82.0)	9(18.0)	50	32(64.0)	18(36.0)	50

(Figure in parentheses indicate percentage)

The above table 3 show majority of yes (50%) and no (50%) from government school equal watch educational programme on cartoon channel. Majority of (58 %) yes from private school watch educational progamme on cartoon channel and no (42%) watch educational programme on cartoon channel. Majority of yes 25(72%) from government school think programme advice is useful. Majority of yes (72%) from private school think pro-gramme advice is useful and (28%) from private school think

programme advice is useful. Majority of yes (62%) from govern-ment school knowledge about living and non living things and (38%) no knowledge about living and non living things. Major-ity of yes (60%) from private school knowledge about living and non living things and (44%) no knowledge about living and non living things. Majority of yes (82%) from government school avoid our homework if they watch cartoon and (18%) no avoid our homework if they watch cartoon. Majority of yes (64%) from private school avoid our homework if they watch cartoon and (36%) no avoid our homework if they watch cartoon.

Table: 3:-Testing of hypothesis-Distribution of respondent according to effect of animation on Concept formation in students of Government and private Schools: (N= 100)

Ho[1]: There is not a significant role of multimedia access among children.

S.No.	Statements Mean	Government N=50		Private N=50		Total N=100	
		SD.	Mean	SD.	t-value	Sig.	
1.	Do you watch any educational program on cartoon channel?	1.50	.505	1.58	.499	1.287	.259
2.	Was the program advice is useful?	1.72	.454	1.72	.454	.000	1.000
3.	Knowledge about living and non living things.	1.62	.490	1.60	.495	.164	.687
4.	Do you avoid your home work if you watch cartoon?	1.82	.388	1.64	.485	17.113**	.000

(Note: p< .005, level of highly significant)

The above table 3 show that is government school respon-dents (μ =1.50) was watch educational program on cartoon channel, and majority of private school respondents (μ =1.58) was watch educational program on cartoon chan-nel. Majority of government school respondents (μ =1.72) was think program advice is useful and, majority of private school respondents (μ=1.72) was think program advice is useful. Majority of government school respondents (μ =1.62) was know about living and non living things, and in private school respondents (μ =1.60) was know about living and non living things. majority of government school respon-dents (μ =1.82) was avoid home work if you watch cartoon, and in private school respondents (μ =1.64) was avoid home work if you watch cartoon.

The data reported highly significant relation between govern-ment and private school of the respondents and effect of ani-mation on Concept formation like Program advice is useful and Knowledge about living and non living things.

Table: 4: Distribution of respondent according to time of watching cartoon of Government and private Schools: (N= 100)

S.No.	Time of watching	Government	Private
1.	1-2 hours	12(24)	30(60)
2.	2-3 hours	29(58)	18(36)
3.	3-4 hours	9(18)	2(4)
	Total	**50**	50

The above table 4 shows that is majority of students (24%) from government school watch cartoon channel 1-2 hours daily. Majority of students (60%) from private school watch car-toon channel 1-2 hours daily. Majority of students (58%) from government school watch cartoon channel 2-3 hours daily. Majority of students (36%) from private school watch cartoon channel 2-3 hours daily. Majority of students (18%) from gov-ernment school watch cartoon channel 3-4 hours daily. Major-ity of students (4%) from private school watch cartoon channel 3-4 hours daily.

Table: 5:- Testing of hypothesis -Distribution of respondent according to effect of time of watching cartoon on students of Government and private Schools: (N= 100)

Ho[2]: There is no relationship between government and private school of the respondents and effect of time on watching cartoon.

S.No.	Statements	Govern-ment N=50		Private N=50		Total N=100	
		Mean	SD.	Mean	SD.	t-value	Sig.
1.	1-2 hours, 2-3 hours, 3-4 hours	1.70	.403	1.40	.495	- 3.130	.046

(Note: p< .005, level of not signifant)

The above table 5 show that is in Majority of government school respondents (μ=1.70) was watch cartoon according to time and, private school respondents (μ=1.40) was watch cartoon accord-ing to time.

The data reported not significant relation between government and private school of the respondents and effect of time of watching cartoon.

5. Conclusion

Most of the children in both government and private school like ninja hathori. Very few percent children like Tom and Jerry cartoon which is most common cartoon many years ago. Most of the children in both government and private school think program advice is useful and watch educational program on cartoon channel government school students have more knowl-edge about living and non living thing rather than private school students most of the student from both government and private school avoid their home work if they watching cartoon. Most of the government school students watch cartoon 2-3 hours and private school student watch 1-2 hours. Digital multimedia like-cartoon, animation etc play very important role in the life of children. They have much more interested in cartoon and af-fected by the most favorite cartoon character. Cartoons are play-ing a vital role in changing behavior of the children. They involve themselves more and behave like the hero's of these cartoons. kids adopt their way of talking walking dressing and eating . Cartoon depicts scenes of violence or danger at whitewash the effect of that violence. A child has a blank mind and at this stage

child starts learning by observing what is going around. At this age they can't differentiate the good and bad things. They always accept what they see and also follow that. Parents should have to spend some time with child by sitting with and watching cartoon. And also care about what would be the effect of cartoons on children's mind. This will let you know the observation level of children and also improving the bonding with them. Children have soft kind heart with innocent mind full of honesty just need to give them a direction.

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