

A STUDY ON THE ADVANTAGES OF CELL PHONE USAGE AMONG STUDENTS WITH DISABILITY IN CHENNAI

Submitted in partial fulfilment of the requirements for the award of

Bachelors of Business Administration

By

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SCHOOL OF BUSINESS ADMINISTRATION

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

Accredited with Grade “A” by NAAC | 12B Status by UGC | Approved by AICTE

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April – 2021



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BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **R.MOHAN (38280008)** who carried out the project entitled "**A STUDY ON THE ADVANTAGES OF CELL PHONE USAGE AMONG STUDENTS WITH DISABILITY IN CHENNAI**" under our supervision from 6th January 2020 to 6th March 2020.

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I **R.MOHAN (38280008)** hereby declare that the Project Report entitled **A STUDY ON THE ADVANTAGES OF CELL PHONE USAGE AMONG STUDENTS WITH DISABILITY IN CHENNAI**” Sholinganallur Chennai done by me under the guidance of **Dr .THINESH KUMAR.M M.COM., M.B.A., M.Phil., Ph.D.** Internal and at submitted in partial fulfilment of the award of Bachelor of Business Administration degree.

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ACKNOWLEDGEMENT

I am pleased to acknowledge my sincere thanks to Board of Management of **SATHYABAMA** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my thanks to **Dr . BHUVANESWARI.G M.B.A., Ph.D., Dean – School of Management Studies** and **Dr . A. PALANI M.Com., M.Phil., M.B.A., Ph.D., Head of the Department studies** for providing me necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Guide **DR.THINESH KUMAR.M M.COM., M.B.A., M.Phil., Ph.D.** for her guidance, suggestions and constant encouragement paved way for the successful completion of my project work.

I wish to express my thanks to all Teaching Non-teaching staff members of the Department of **Business Administration** who were helpful in many ways for the completion of the project.

ABSTRACT

The chapter explores the use of technology to support the communication needs of students with a disability. Specifically, the chapter will examine use of mobile factors associated with illness or disability and also the use of mobile devices to support students with diverse communication disorders.

Individuals with a disability are more likely to have lower levels of education and lower incomes as adults (Fox, 2011). Part of the reason for these lower outcomes is that they don't often receive the same inclusive education as youth without a disability. There are a number of ways that young people with disabilities can be supported. One way, which was the focus of this chapter, is to provide them with access to mobile technologies as a way of enhancing their communication experiences and learning.

This chapter commences with an overview of issues of disability in inclusive education, with an emphasis on communication difficulties. The chapter moves to explore the use of mobile devices in education in term of principles of Universal Design for Learning and the accessibility features of mobile devices to support student communication. The chapter concludes with an illustrative case study and future direction of mobile devices to support students with disabilities.

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

Cell phones are considered to be one of the most speedily emerging technologies in the human race (Rebello, 2010). By the end of the year 2010, there was a drastic increase in subscription of cell phones in developing countries reaching five billion worldwide which outnumbered the subscription in developed countries (Kelly, 2009; Rebello, 2010). According to Telecon Regulatory Authority of India, there are about 929.37 million mobile phone subscribers in India making it the world's second-largest cell phones using developing country in the month of May, 2012 (TRAL, 2012) Motorola, Nokia, Samsung, Sony Ericsson etc. are the popular mobile brands in Indian market luring their customers by introducing latest mobile phones at regular intervals (Single, 2010).

There has been quite an enormous amount of popularity of cellular phones in younger generation within a short span of time (Hakoama & Hakoyama, 2011). Youth is more inclined toward using mobile phones for activities other than communication than older generation (Mackay & Wildish, 2007) because in adolescent stages, people are more susceptible to changing fashion trends and style, building them more Tech savvy which create certain behavioural disorders. On the contrary, administration and teachers frequently consider the use of cell phones by students at schools, restraining them from their education and this arises as hurdles in their education (Johnson & Kritsonis, 2007). Moreover, mobile phones have aided in smoothening the progress of social release of youngsters from parental authority (Ling, 2004). But, their parents often have more sense of security when their children travel independently outside their home along with their phones (Baron, 2010)

The improved popularity of cellular phones is now alluring various research sectors' attention towards them (Hakoama & Hakoyama, 2011). The cell phone culture,

changes in behavioural patterns (Campell and Park, 2008; Bakke, 2010; ling 2004), and health risks from the hazardous radiation coming from the cell phones (Anna, 2006) are the major reasons behind this interest. Cell phones are no more considered to be an accessory and have become a basic requirement of our lives and people are dedicating a major part of their daily routine to these mobile phones. According to Psychiatrists, mobile phone obsession is now a foremost major non-drug addiction of this century (Ahmed & Qazi, 2011). The fame of the cell phones is followed by an alarm towards the detrimental effects of cell phones radiations (Makker, 2008). Fatigue, headache, decreased concentration and local irritation and burning are major effects of excessive usage of cell phones, as stated by various researches (Sandstrom. 2001). Because ear is the first organs and its effect on hearing are debated (Ozturan, 2002). Along with the severe effects on general health, there was some research conducted which depicted reduction in male fertility potential (Agarwal, 2008).

The objective of this study was to understand the usage pattern of mobile phones nowadays by the male science students and to various risk factors associated to their health are these cellular phones only. Were selected for the survey. Furthermore, opinion of 30 skilled physicians in the field of ENT, cardiology and IVF specialists, 10 volunteers from each were chosen to answer the question regarding the use of mobile phones by the questionnaire format. Data was analysed using the Statistical Package for Social Science (SPSS) program version 16 to calculate the frequencies and percentages.

1.2 INDUSTRY PROFILE

A mobile application, also referred to as mobile app or simply an app, is a computer program or software application designed to run on a mobile device such as a phone, tablet, or watch. Apps were originally intended for productivity assistance such as email, calendar, and contact databases, but the public demand for apps caused rapid expansion into other areas such as mobile games, factory automation, GPS and location-based services, order tracking, and ticket purchases, so that there are now millions of apps available. Apps are generally downloaded from application distribution platforms which are operated by the owner of the mobile operating system, such as the App Store (iOS) or Google Play Store. Some apps are free and others have a price with the profit being split between the applications creator and distribution platform. Mobile applications often stand in contrast to desktop applications which are designed to run on desktop computers and web applications which run in mobile web browsers rather than directly on the mobile device.

1.2.1 *Market Size*

The cell phone industry is one of the fastest growths besides the Internet. Cell phones have gone through a huge change and its market has expanded globally. Since 1994, the cell phone industry has increased from 24 million to about 182 million in wireless phone and related devices operating in the Chennai with some 162- million mobile-phone users in the Chennai alone.

The cell phone market is increasing very fast with today's ever-emerging technology and innovation in improving cell phones. Today's society is living with advanced technology and everyone wants to keep pace with the new technologies. The cell phones industry is growing larger because it has become a necessity. Parents are getting mobile phones for their teens because they want to communicate in case of an emergency and the wireless carriers have made it easy to add users to their existing plans. And carriers are becoming successful in getting parents to expand their plans to include their teens. This increases buyers and increases market size worldwide.

1.2.2 Scope of competitive Rivalry:

The cell phone industry has become increasingly larger within the last three years as a result of more affordable cellular phones as well as lower service costs. Companies are competing in an advance technology and communication sector in which success attract customers to buy their products and services. The market is very competitive because they offer the same products and services, but has different physical attributes to the phones and different costs, which buyers have choices to choose from. Companies want to provide the best products and services to attract buyers by lowering cost and improving products, which makes the cell phones industry very competitive.

- ❖ Cell phones cost: Customer wants better services and products at a lower cost,
- ❖ Bundle function into just one cell phone: For example E-mail, text messaging, internet
- ❖ New technology improvement: For example camera phones
- ❖ Better landlines services

1.2.3 Stage in Life Cycle

The cell phone industry is in the Mature Life Cycle Stage, where nearly all-potential customers are already users of the industry's product. The cell phone industry's growth and potential buyers, because technology alone will not attract buyers, instead companies want value-added services for mobile-phone securities,

- ❖ Cell phones companies attract buyers in two ways during the mature Life cycle states:
- ❖ Service: Making cell phone more affordable will attract buyers to buy more cell phone and increase competition between companies to lower service fee
- ❖ Innovation phone Style: The new designs and improvement in the physical appearance of the cell phones, and more add-on features attracts customers to buy it at a higher rate,

1.2.4 Numbers of Companies in the Industry

There are over 50 companies with only six top companies in the cell phone industry that controls 80 percent of the market. Even though there are emerging new companies into the market, they are relatively small. The six top companies are ranked as follows from the largest to the smallest cell phone company:

- ❖ Verizon Wireless
- ❖ Cingular Wireless
- ❖ AT&T Wireless
- ❖ Sprint Wireless
- ❖ Nextel Wireless
- ❖ T-Mobile Wireless

Verizon is the number one largest company having 38.9 Million INDIA customers. Some companies have suffered low profitability for merging with another company, which resulted in only four of the six companies that controls 80 percent of the market. The following companies; Sprint merged with Nextel, Cingular bought AT&T.

1.3 COMPANY PROFILE

- ❖ At our company, company owned mobile phones are given to employee to carry their job. It is in fact given to employee whose job demands to be contactable or require mobile application to perform their role.
- ❖ The Cell phone policy at work is meant for the allotment of mobile to the organizational employees for business.
- ❖ It includes procurement and operations of organization mobile phones.
- ❖ The Company cell phone policy also offers guidelines for the use of company owned mobile phones in working hours
- ❖ New technology influence the way work is done in the organisation. Mobile phone technology is not a new technology but it is one of the essentials in today's life and is used every moment for business or personal purpose. Such use of mobile phone devices has posed various issues to the employer. In order to deal with it there is a need to have Mobile cell phone policy

❖ However, without a legal cell phone policy and procedure rules at work such facility can result in financial loss to the company as the usage of cell-phone is not checked and not in limit. Some of the common risks are the cost of damaged or lost equipment, bills for personal calls etc. Therefore it is also a liability to check that employee is not using mobile phone gadgets while driving.

❖ It is therefore, well-judged that such issues exist with the use of cell phone at present and future as well. In the cell phone policy template below there are certain issues that has been devices policy. Advantages and disadvantages of cell phone usage in company

1.3.1 Models

- ❖ Better customer services
- ❖ Easily contactable with office, customers and suppliers.
- ❖ Increase in mobility
- ❖ Increase in productivity
- ❖ Work remotely
- ❖ Advantages of mobile phone technology

1.3.2 Index

- ❖ Purpose
- ❖ Scope
- ❖ Usability of mobile phone
- ❖ Policy Guideline
- ❖ The company owned mobile device
- ❖ Process for procurement of the mobile handset
- ❖ Corporate plan for mobile phones
- ❖ Confidentiality
- ❖ International calls and roaming
- ❖ Security
- ❖ Risk and Liability
- ❖ Cell phone etiquette

- ❖ Revision of policy
- ❖ Explanation of policy
- ❖ The basic purpose of having a mobile phone policy in an organisation is to define guidelines for the use of mobile phone within the company. As the cell phone is an essential commodity and can prove out to be the great asset for carrying out business. However, its excessive use can distract employee and staff. Therefore, it is important to consider the acceptable and not acceptable use of mobile in an organisation
- ❖ As the work environment and work are undertaken differs from employee to employee, therefore policy will apply differently to individual members. The company expects its employees to adopt a common sense approach in this regard.
- ❖ The mobile phone in the policy meant any personal cell phones, smartphones etc. Use of mobile phones means communication through phone, exchange of messages, emails etc. However, the company policy discourages the use of mobile phones for surfing social media during office hours.
- ❖ Following the “**mobile device policy**,” it is advised not to keep the mobile phone on the desk. If brought to the office it should be kept in a handbag etc. During office hours, a mobile phone can be used only for business purposes. It should be used minimal for personal reasons and mobile phone use must not hamper the work.
- ❖ Use of mobile phone Use should be in the limit; excessive use of mobile phone causes the distraction in the workplace.
- ❖ As per the “cell phone policy at work” there should not be any disturbance caused to colleagues.
- ❖ The use of company-issued mobile phones must not pose any threat to the security of the company with any kind of inappropriate use.
- ❖ There should not be any misuse of the company's internet connection.
- ❖ Employees are not allowed to play games etc. on the mobile phone during office hours.
- ❖ Use of mobile camera or recorder is strictly prohibited from recording company related confidential information.

- ❖ Mobile phone should not be carried or used in the area which is already banned for the use of mobile phones etc.
- ❖ Upload of any illegal or obscene material with the use of the company's intranet.
- ❖ The company defines the activities wherein mobile phone can be used to carry on the organisational business.
- ❖ The company also defines the limit for use of mobile phone for personal use. These details are defined under the use of “Cell phone in workplace policy”.
- ❖ The company expects its employees to use internet productively for official use during working hours.
- ❖ Surfing of social media for personal entertainment during office hours is not allowed.
- ❖ Employees must not access the websites which have been blocked by the company.
- ❖ Applications such as related to weather, productivity etc are allowed but such use must not interfere with the normal working of employees in the organisation.
- ❖ Applications such as Google play store or iTunes are not allowed to be used.
- ❖ Use of mobile phone while driving is strictly prohibited.
- ❖ In case the company observe that the employee is using mobile phone more for personal usage, he/she may be asked to minimise usage and can also ask to contribute to the cost of monthly bill etc.
- ❖ According to “employee cell phone policy” if the company believes that mobile phone is being used inappropriately, the company may cancel the plan and ask to return the mobile device.
- ❖ The mobile phone cannot be used any time to send /receive any illicit material, for harassing others, for storage of confidential information belonging to other company.
- ❖ The cell phone must not be used while an employee is operating any instrument.
- ❖ The Mobile phone can be used to keep the schedule and track of all official appointment.
- ❖ It can also be used to carry out work-related research.
- ❖ The Mobile phone may be used officially to keep track of work contacts.

- ❖ In case the mobile phone is used inappropriately mostly, in such case device can be taken back from the employee on the ground of disciplinary issues.
- ❖ A cell phone use is prohibited during meetings etc according to company mobile phone policy.
- ❖ Use of cell phone for harassing others may invite strong disciplinary action which may even lead to termination.
- ❖ Use of mobile phone must be done in such a way that it does not interfere with the normal working of the business.
- ❖ For the use of the internet and email on the phone, email and internet policy must be used.
- ❖ The company does not hold any responsibility for the loss of mobile phone brought into the workplace.
- ❖ The company prohibits the use of mobile phone in the area where using a mobile phone would be unsafe and would be distracting for the user or may create an unsafe working environment.
- ❖ The company can issue mobile phone to the employees where job required to be in immediate access to customers or be in touch that otherwise are difficult to reach after office hours. In such circumstances, the mobile phone can be provided to employees.
- ❖ All mobile phones as per Mobile phone policy provided by the company are the property of the company.
- ❖ Employees who leave the company for any reason must return their mobile phone to the manager/HR.
- ❖ The mobile phone when provided by the company has a right to publish the cell phone number in order to make employees more accessible for the need of business.
- ❖ Maintenance of cell phone is employee responsibility.
- ❖ While on international travel, it is managers/ admin. Responsibility to get the use of an international cell phone for the employee or employee can get the same from admin./hr after approval from immediate manager/ HR/HOD for the same.

- ❖ For international roaming, the employee can be given an option to use the calling card or they are advised to purchase a local calling card.
- ❖ It is the responsibility of the admin department that the employee uses the most effective cell phone calling plan.
- ❖ According to company issued cell phone agreement employees accessing the company network with a wireless device, a password to be entered to access the device. In the event, the device becomes stolen or lost the company reserves all the right to delete company information from the device.
- ❖ Employees are expected to manage the cost of mobile phones and other wireless devices.
- ❖ The company provides mobile phone device to make sure employee does his/her work without any issue. Such employees need to be contactable at any point in time and they need the mobile phone based application to carry on their duty. The employees are however expected to follow the policy's guidelines and other terms and conditions. Depending upon the eligibility criterion defined under the Mobile phone policy for employees an employee can choose a cell phone up to a value as follows:

1.4 NEED FOR THE STUDY

The result of the study will help researchers, lecturers, students to know the effects of these mobile phone usages on academic performance of students.

1.5 OBJECTIVES OF THE STUDY

- ❖ To study the cell phone usage among disability students.
- ❖ To find the factor effect on cell phone usage among disability students.
- ❖ The create the awareness and responsiveness about mobile phones usage among the students.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

The mobile phone was originally made for adults for business use (Aoki, 2003). This is extremely similar to the fixed telephone in the early 20th century, where telephone engineers explained that the telephone was made for the business world and not for social conversation (Flinch, 1997). The growth of mobile phone technology is demonstrated by the fact that in 2002 the number of mobile phone users worldwide, surpassed those of fixed-phone users (Srivastava, 2005). It was been predicted that, by the end of 2005, the number of mobile phone subscribers worldwide will reach 2 billion (Deloitte Research, 2005).

2.2 List of reviews

2.2.1 *Users Of Mobile Phone*

The usefulness of cell phones is numerous and this includes keeping contact with friends, members of the family, conducting business and others. Many people possess more than one mobile phone for different purposes, which could be for business purpose or personal purpose. A number of people are also taking the advantage of multiple subscriber identity module (SIM) cards for benefit of different calling plans since a calling plan might provide cheaper local calls, long-distance calls, international calls, or roaming. The following are other benefits;

2.2.2 *Distribution Content*

In 1998, an example of distributing and selling media content through the mobile phone was the sale of ringtones by Radiolinja in Finland. Later, other media content emerged which includes news, video games, jokes, horoscopes, TV content and advertising (Srivastava, 2005). In 2006, the total value of mobile-phone-paid media content exceeded Internet paid media content and was worth 31 billion dollars. The value of music on phones was worth 9.3 billion dollars in 2007 and gaming was worth over 5 billion dollars in 2007 (Microfinance.com, 2010).

The advantage of mobile phones is taken in many countries to provide mobile banking services, such as ability to transfer cash payments through safe SMS text message. This service also allows customers to hold cash balances recorded on the SIM cards, deposits or withdraws cash. Some countries also use mobile phone banking for loan disbursement and repayment (Microfinance.com, 2010). A couple of cell phone can operate mobile payments through direct mobile billing schemes (Feig, 2011). This requires the co-operation of manufacturers, network operators and retail merchants to enable contactless payments (Poulter, 2011).

2.2.3 Mobile Phone and Its Emergence

A research has shown that the mobile phone is expression of personality and a topic of talk for 18-25-year-olds, and they must know outside the parameters of models (Hessle, 2004). Teenage users especially like to express their individuality by personalizing their mobile phone. They are choosing a particular brand, colour, size, or display logo and ring tone. They continuously carry their mobile phone within reach and regard it as status symbol and an important part of their daily lives. For adults the mobile phone has likewise grown to become a highly personal utensil. They also individualize their mobile phone by saving contacts, messages and important dates (Bauer et al, 2005). Another research suggests that young people's relationship to the mobile phone is consistent with their general consumption styles. Moreover, we can separate female and male styles. The female style was an "addictive" use of the phone, and it was related to "trendy" and "impulsive" consumption styles.

The male style was characterized by technology enthusiasm and trend-consciousness, and it was linked to impulsive consumption and "hard" values (Wilska, 2003). In Hungary Nokia led awareness index, and Samsung has the second place, in particular the girls like it. Siemens was also significant at that time, which has since withdrawn from the Hungarian market. Mobile has an important role in the life of young adults and among college students the mobile phone has full penetration, but two-thirds of 10-12 year-olds also have this device (Szántó, 2005). The mobile phone became the most popular product category, beside sportswear, and it appears as a status symbol,

an essential need and an icon of independence within the 11-12 age groups (Horvath, 2004). The mobile phone still remains a status symbol for the children, and the two most important attributes are the minutes on the card and the number of games in device.

A previous Indian study also suggests that college students use the mobile phones for a variety of purposes. Mobile phone helps them feel safe, use it for financial benefits or to manage time efficiently, and it helps to keep in touch with friends and family members (Aoki and Downes, 2003). Global consumer trends achieve a rapid breakthrough among the young urban consumers. It is very important for young adults to be accessible anywhere and anytime, because the home of them is the place, where they live. 96% of them have mobile phones and a minority of them also use advanced features, like listening to music (26%), or download ringtones (23%). A higher percent of them use instant messaging, radio or Internet via mobile phones (GfK-Hungary, 2008).

2.2.4 Mobile Phone Usage and Features

Mobile phones have a variety of features that simply were not possible year ago: Mobile phones are not just for voice communication anymore (Ishii, 2006). College students can access the Internet, send or receive text message, check email, and even video chat with others quite literally from the palm of their hand. In addition, students can access a variety of social network sites (SNS) from their mobile phones. Scholars boyd and Ellison (2008) explained that SNS are online services that allow people to create a profile, create a list of other users who share a connection with the user, and view the lists of connection created by others within that system.

For the purpose of the current study, we use the technical term SNS in place of other terminology (e.g., social networking sites) because SNS better conveys the way in which users communicate with others via these systems. Boyd and Ellison noted that other others, like social networking sites, emphasize relationship initiation and users forming connection with others whom they might not normally have come in contact. However, the term SNS better conveys the way in which users communicate with other people they have connected with. As Boyd and Ellison (2008) put it, “they are primarily communicating with people who are already part of their extended social network”.

Thus far, survey data indicate that young adults are highly active users of SNS and other communication tools like text messaging.

Texting the ability to send short message to another person, is perhaps one of the more popular features of modern cell phones. Roughly 94% of 18-34 year-olds report that they send or receive text message using their mobiles phones, and 63% of this age group access the Internet using their mobile phone (Zickuhr, 2011). There is little question that students' communication habits regularly lead them to text while in class. Research conducted by the pew Internet & Indian Life Project found that 14 to 17 year-olds who text typically send and or receive roughly 60 text message a day. Furthermore, 64% of teens with mobile phones have texted in class and 23% access SNS via their phone (Lenhart, 2010).

Campbell (2006) reported that young people ages 18-23 are more tolerant of mobile phone in the classroom when compared to older age brackets. Essentially, "Young people tend to have very positive perceptions of mobile phones and regard the technology as an important tool for social connection " (Campbell, 2006, p. 290). Beside texting accessing the Internet and SNS has become a prolific communication activity among college students. Research shows that that roughly 75% of online adults (18-24 year olds) have profiles on an SNS, and 89% of online adults use those sites to keep in touch with friends (Lenhart, 2009). In regard daily via text messaging, and 33% do so via SNS (Lenhart, 2010).

Statistics from Facebook, which as of June 2011 had over 500 million active users, documents that over 50% of the users log in each day (Facebook, 2011). According to Facebook's own statistics, over 250 million active users access Facebook through a mobile devices are twice more active on Facebook than non-mobile users" (Facebook,2011,p.1).In short one might reasonably conclude that students' use of Facebook during class would be similar to rates of texting.

However, posting to Facebook and sending a text message do serve different purpose. For example, a text message is typically sent to one recipient and is inherently

interpersonal in nature. A Facebook post, or status update, is generally viewable by a wider audience or even publicly available. Although texting and posting can serve different purpose, the physical act of both activities on a mobile device is fundamentally the same (i.e., users engaging in communication activities via their mobile devices). Because texting and posting both require the user to actively interact with her/his mobile device, these potentially distinct communication activities would reasonably manifest in similar ways and with similar effects.

2.2.5 Important Features/Attributes and Application of Mobile Phone Influencing purchase

The mobile phone has come quite a long way from its beginning in the early 1980s when it was the size of a small briefcase (lipscomb, 2005). However, the mobile phone today is sleek, fitting into the palm and offered in rainbow of colours and full of features. Mobile phones users now have a number of features to choose from ring tones, browsers, wireless cameras, instant messaging, streaming video, mobile music, push-to-talk (walkie-talkie), television clip playing college entrance exam preparation review, over-the air music downloads and full-length videos.

This is not the end, according to (Crockett, 2005), more is still to come, and mobile phones may in the very near future even be used as credit cards. Head (2010), defined attributes as.”(i) mobile phone applications, which focus on the actions that can be performed (such as sending/receiving text messages); and (ii) mobile phone tools, which focus on the applications that can be used (such as an alarm clock feature)” SMS (Short Message Services) is one of the early peripheral features of the mobile phone to be introduced in early 1990s (MACRO, 2004). Subsequently, other features and functions were introduction into the mobile phone.

2.2.6 Factors Affecting the Reasons for Purchasing A Mobile Phone

Literatures abounds on the subject of reasons on the use of mobile phones but are mostly in relation to its impact on society rather than on the individual (Tian,2009). (Tian,2009) have put the reasons into simple (convenience, personal efficiency and

security) and complex (information immediacy, contact-ability, social interaction and social control). The subject of reason that influence why people acquire and use mobile phones has been blurred by its prevalence and impact on their everyday lives and becoming a necessity. The mobile phone is now viewed as an extension of people's personality, reflecting their personal preferences and identity. (Tian, 2009).

2.2.7 Mobile Phone Technologies Available For Mobile Learning

According to Eteokleous and Ktoridou (2009), the benefits of mobile phones integration into student learning on campus are useful with the mobile phones capabilities that are easily supporting learning. Which are: SMSs (text messaging): Short Message Services allow users to send/receive messages of up to 160 characters between mobile phones. MMSs: Multimedia Messaging Services serves the same purpose as SMSs, but it allows the inclusion of graphics. GPRS (General Packet Radio Services): This mobile data services is available to users of specific phone types; it can be used for WAP service, SMS, MMS, email, and access to the World-Wide Web. Wireless access points WAPs: There are two types of wireless standard: Wireless Fidelity: (Wi-Fi) WAP (Wireless Application Protocol). They are primarily for internet access on mobile phones.

BLURTOOTH: A short-range wireless communication between PCs, PDAs, mobile phones, camera phones, printers and digital cameras, and lots more Bluetooth uses Radio Frequency (RF) for communication between multiple devices within a 30-foot range. It uses a globally available frequency band (2.4GHz) for worldwide compatibility. 3G and 4G phones: 3G technologies enable network operation to offer users services: wireless voice telephony, video calls, broadband wireless data with data transmission capabilities enabling speeds up to 14.4 Mbit/s on the download and 5.8 Mbit/s on the upload. The 4G mobile phones provide up to 100 megabits per second transmission adequate for multimedia operations (Barker, 2006)

2.2.8 Classroom Attention And Mobile Phone Usage

Recent studies exploring the effects of texting /posting on student learning outcomes have relied on information processing theory (Mayer, 1996) as a basis for arguing that texting can cause distraction that hamper student learning. Briefly, information processing identifies attention working memory, short-term memory, long-term memory, and metacognition as key resources used by individuals when they learn new information. Because learning is a process, diminished capacity with any single resources can impact other resources. Thus, in the case of texting/posting, students attention can be divided, which can distract attention from on task behavior. In turn, information processed in working/short-term memory may be incomplete or inaccurate, which could lead to inaccurate or insufficient storage of information in long-term memory.

A variety of studies outside of the educational setting provide evidence that texting/posting can impede information processing. For instance, Just, Keller, and cynkar (2008) found that simulated mobile telephone conversation disrupted driving performance by diverting attention away from the task of driving. Other researchers found that drivers talking on a mobile phone experienced visual distractions, Such as failing to notice important visual cues like traffic lights or the environment surrounding and intersection (Trbovich & Harbluk, 2003). In general, these researches concluded that “distracting” (Harbluk, Noy , Trbovich & Eizenman, 2007, p. 378)

Although texting is considerably more covert than actual telephone conversation a growing body of literature suggests that it is equally problematic. Kraushaar and Novak (2010) explored connection between classroom laptop usage and course achievement. The authors recruited students who voluntarily installed activity-monitoring software into their laptops. This software recorded what programs were running and the times that each programs was in use. Kraushaar and Novak developed a rubric to classify programs as productive or distractive towards the students.

Productive programs were those programs that were course related (e.g. Microsoft Office), while distractive programs included web surfing, entertainment, email instant messaging and computer operations. "Using a browser to view an active windows containing a course-related PowerPoint slide would be considered productive, while viewing an active window for a Web site that was unrelated to the course would be considered distractive" (Kraushaar & Novak, 2010,p. 244). Their study found that 62% of the programs that students had open on their laptops were considered distracting.

In addition, and of particular relevance to the current study, the researchers found that instant messaging was negatively correlated with quiz averages project grades, and final exam grades

In an experiment testing whether texting negatively impact students' ability to learn information, Wood and colleagues (2012) observed a small but consistent negative effect on exam performance when students engaged in simulated texting, emailing, or Facebook posting. They reasoned that when students engage in multiple simultaneous task, like texting and listening to lectures, one or both behaviours suffer. Similarly, Wei et al. (2012) found support for a causal model identifying texting as a significant mediating variable in the relationship between students' self-regulation, a key aspect of metacognition and cognitive learning. Specifically, when higher rates of texting behavior are present, students tend to be less able to self-regulate their behaviours in ways that allow them to succeed on performance assessments.

Although each of the studies concluded that texting can diminish learning because students' attention is divided, they did not identify specific mechanisms through which the diminished attention/diminished achievement link is made. By providing specific analysis of these mechanisms, teachers will have great ability to explain to students how their grades could be impact when text or post to Facebook during class. For example, when teachers want to explain the negative impact of texting in class, they can perhaps be more detailed by noting specific ways in which texting impact students note taking and recall, effect participation in activities done during learning in class

Lecture Listening and Note taking is one of the most commonly practiced students behaviours; it is also one of the most important. In a meta-analysis of 33 separate studies, Kobayashi (2006) observed a large average Weighted effect size of. 77 when comparing the exam scores of students who take and review notes with those who do not. Practically speaking, students can score nearly one and one-half letter grades higher on exam when they take notes (Titsworth & Kiewra, 2004).

The types of notes students take are also important. Makany, Kemp, and Dror (2009) found that when students took time to construct visual non-linear notes, they recorded more complete notes and had a 20% jump in comprehension assessment performance. Stated plainly, the quantity and quality of students' notes has dramatic impact on their ability to retain and use information.

Despite the importance of taking notes, the classroom poses many obstacles to attaining a great set of notes. "During lecture learning, students must continuously and simultaneously listen, select important ideas, hold and manipulate lecture ideas, interpret the information, decide what to transcribe, and record notes" (Kiewra et al., 1991. P. 241). The challenge of these tasks can be compounded in situations with difficult subject matter, large enrolment classes that offer little opportunities for interaction, or student learning preferences for non-auditory presentation of materials (Boyle, 2012). In fact numerous studies show that students are not very good note takers, generally recording less than 40% of the details contained in a lecture (Boyle, 2011; Kiewra, 1985; Titsworth & Kiewra, 2004)

2.2.9 Time Students Spend On Their Mobile Phones

A study conducted by the International Centre for Media & the Public Agenda (ICMPA) asked two hundred students at the University of Maryland, College Park to abstain from using all media for twenty-four hours. The students were then asked to blog on private class websites about their experiences to report their successes and admit to any failures. The students wrote over 110,000 words, an indication of the severe addiction to mobile phone usage. (ICMPA, 2011). A research conducted by Abuhassna (2006), concluded that the differences due to age and gender do not

appear to be particularly significant; most significant differences appear to be due to the mobile devices used or technologies available. For example, the use or not of certain technologies like social networking among students is high compared to downloading podcast or searching for answers during examinations; or the use of laptop/notebooks and iPads/tablets.

In their study titled “Smartphones: Fulfilling the Need for Immediacy in Everyday Life, but at What Cost?” Lundquist (2004) stressed that smartphones fulfil the demand for immediate access to social worlds. They conducted focus groups of college students to explore their perception and attitudes regarding uses and abuses of Smartphone technology. Overall, respondents believe more negatives than positives exist and the powerful positive of “being in the loop” keeps them “Attached” to their devices.

According to Stollak (2011), students who have smart phones were more likely to both access social media tools and spend time engaging with others. From an educational standpoint, this means there may very well be a “digital divide” between those who are making connections with others, and those who might be left behind. Similarly, professors may have to be wary of assigning projects involving social media to students as some may have an advantage in completing the work than others.

As it is demonstrated by survey done by Grousopoulou (2008), gender differences exist, but they are not big. Females appear to make more phone calls than male. Moreover, they take more photos and record more sounds than their male peers. In addition, they listen more hours to the radio than men and they tend to send and receive more messages from friends. On the other hand, males tend to use more the computers and Internet, but they do not access the Internet via their mobile devices. Furthermore, both groups find reasons in order to reduce the usage of their mobiles, but men mention more reasons than women do. They believe that loss of time and addiction are reasons of decreasing the use of the devices (Selwyn, 2007). In her qualitative study (Jubien, 2013) concludes that graduate students combine their personal lives with their student lives influenced by the use of smartphones. This finding can be understood as a statement that students can have a classroom at home or

wherever making use of communication and educational applications offered by smartphones. In addition, Jubien (2013) mentions another found finding about how smartphones are influencing and changing educational practices. For example, changes in the way to gather information, to receive instructions from teachers, to do homework, to collaborate with classmates, among others. In his study (Sykes, 2014), found that with a mixed method design that students using a smartphone application enjoyed and performed very well in a course, so they exceeded their performance of a comparison group (traditional course) with statistically significant differences. In addition to this Tosta (2012), concluded that, smartphones are a phenomenon that has changed daily life and learning styles of students, has forced changes in teaching strategies for teachers, and has changed the rules and policies of educational institutions.

In an observational study of smartphone usage on the Stanford campus, (Ames, 2013) showed that the availability of always-on connectivity meant that the students had to exhibit the techno-social practices of balancing their extended networks with the immediate surroundings and to limit the negative impacts of smartphone usage (e.g., social pressure, and multi-tasking). Also Oulasvita (2012) stressed that the use of mobile devices may lead to the development of a checking habit that involves brief and frequent content consumption (e.g., checking emails and Facebook updates).

Nevertheless, one of the most important concerns associated with mobile phone use is that it may become uncontrolled or excessive, which has an impact upon daily living. Among the most common negative outcomes resulting from overuse of the mobile phone, one could cite financial problems (Billeux, 2008) or sleep disturbance (Thomee, 2011). Nowadays, excessive use of the mobile phone is often considered a behavioral addiction, along with other nonchemical addictions such as pathological gambling, compulsive shopping or video-game addictions (Choliz, 2010). This mainly results from pioneer studies (mostly conducted in Asia and Australia) that identified symptoms of addiction to the mobile phone in young adults and adolescents (e.g. cravings, mood regulation expectancies, lack of control) (Toda 2004). More recently, surveys conducted in Switzerland revealed that a significant proportion (about 30%) of

the participants overtly perceived themselves as “addicted to the mobile phone” (Billieux, 2008).

Mobile phones easily promote collaborative and different types of learning through their wireless connection to the internet. Their adoption in learning processes by the higher institution management as student - learning and communication device tools is useful. In the classroom mobile phones motivate students to be more engaged to the lesson promoting learner-centered participation. This indicates the dynamic support that the mobile phone has brought to students’ learning practice. According to Barker, Krull, and Mallinson (2006), the impacts of mobile phone technologies on learning are portability, collaboration and motivation enhancing students, parents and teachers’ education system.

The mobile phone portability enables student learning to be ubiquitous in obtaining or retrieving course information through their mobile phones as they are carried from class to class or wherever. Their portability can improve a wide variety of learning settings, namely a field trip, the classroom, or outside the campus (Krull 2006). Collaboration Social networks such as Facebook and Twitter accessed on students’ mobile phones allow students to form groups to distribute and add together their knowledge, and share information with ease, and this could result in a more successful collaborative learning.

For example, Gilroy (2004) pointed out that 85% of professors’ surveyed in Germany stated that they wanted cell phones banned from tertiary education mainly because of students cheating in tests, accessing unfiltered internet sites and secretly taking pictures without permission. Cell phone use has also been found to reduce students thinking abilities and shortening the attention span of students so dramatically that students struggle to read anything longer than a social network posting (Young:1996). Research has concluded that m-learning works best when used as part of a blend (Brown: 2005, McHugo and Hall 2006) that is, as a supplementary tool that is used in combination with traditional methods such as, lectures, paper based materials and other ICT tools.

CHAPTER 3

RESEARCH METHODOLOGY

3. 1 RESEARCH DESGIN

One group pre-test and post design was used to find out the effect of utilizing mobile phones among adolescents with intellectual disability

3.2 TYPE AND SOURCE OF DATA

There are basically two type of data i.e. primary data and secondary data. In this study primary was taken into consider to get relevant data needed. Primary data was collected through online

Population and sampling:

Due to limited time, energy, budget sample taken around convenience sampling technique has been used for study for data collected. The sample size of the study in 100

3.3 INSTRUMENTATION:

In order to examine the data the researched has used percentage analysis graphic and chart to analyse collected data.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

TABLE 4.1- Gender of respondents

Gender	Respondents	Percentage
MALE	73	73%
FEMALE	27	27%
TOTAL	100	100%

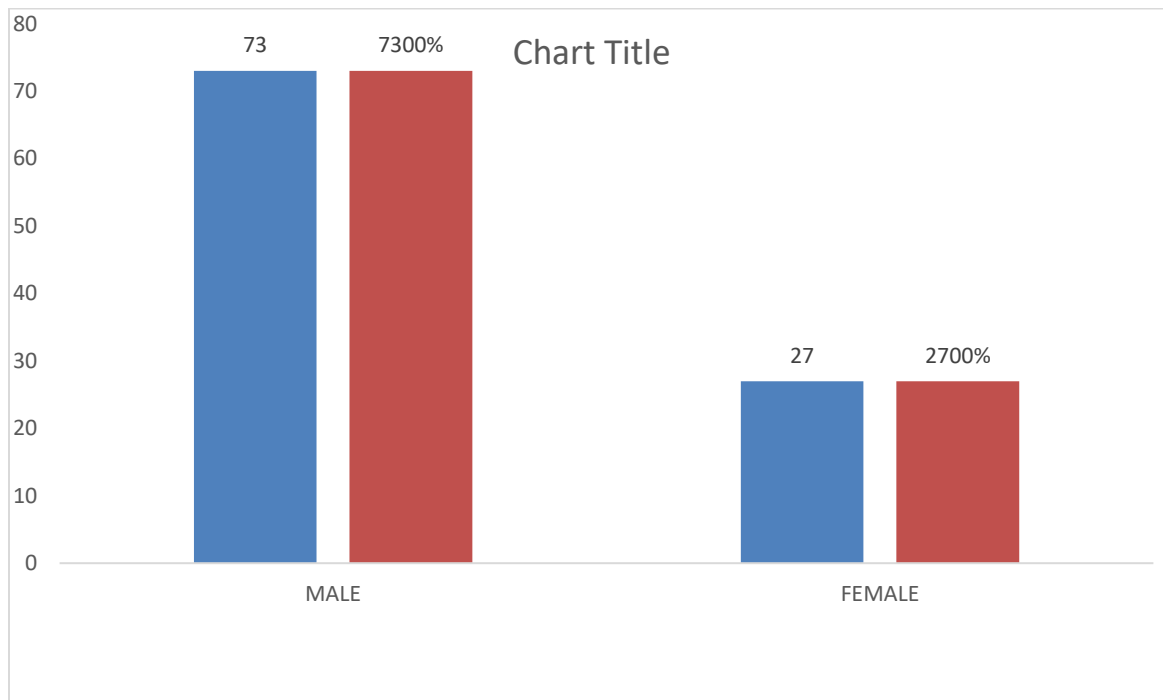


Chart 4.1 Gender of respondents

Interpretation: From the above Table 4.1, it is interpretation that 73% of respondents are male and 27% of respondents are female

Inference: Majority (73%) are male

TABLE 4.2 Age of the respondents

Age	Respondents	Percentage
10-15 YEAR	2	2%
16-20 YEAR	15	15%
21-25 YEAR	52	52%
26-30 YEAR	20	20%
36-40 YEAR	2	2%
ABOVE 40 ABOVE	9	9%
TOTAL	100	100%

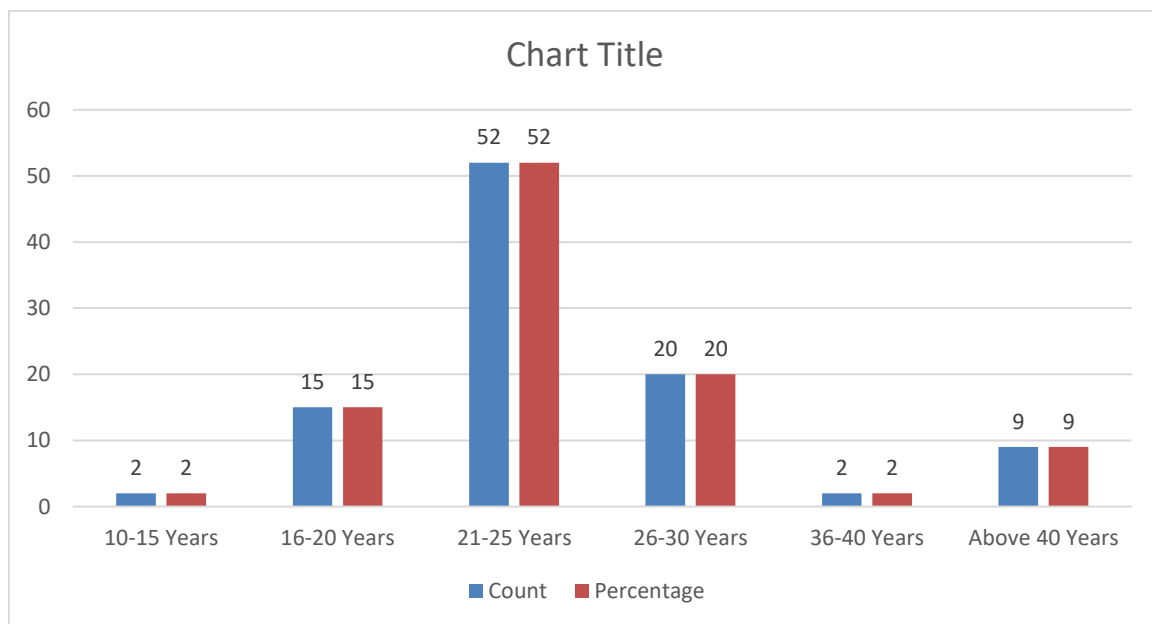


Chart 4.2 Age of the respondents

Interpretation: From the above table it is interpreted that number of respondents between 16 to 20 age of respondents are 15%, between 21 to 25 age of respondents are 52%, between 26 to 30 age of respondents are 20%, above 40 age of respondents are 9%

Inference: Majority (52%) of the respondents are age between 21 to 25 years.

TABLE 4.3 Marital status of the respondents

Marital Status	Respondents	Percentage
MARRIED	36	36%
UNMARRIED	64	64%
TOTAL	100	100%

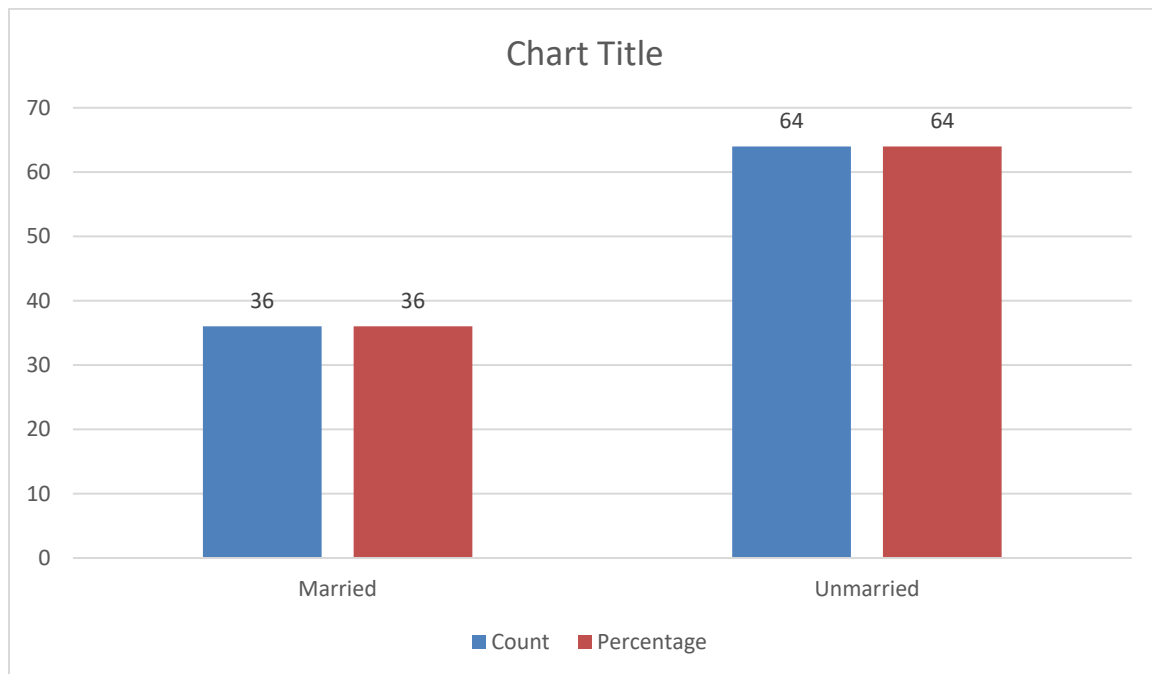


Chart 4.3 Marital status of the respondents

Interpretation: From the above table it is interpreted that the number of respondents were 64% in unmarried, 36% in married

Inference: Majority 64% of the respondents are unmarried

TABLE 4.4 Education of the respondents

Education	Respondents	Percentage
6 TH -9 TH STANDARD	3	3%
10 TH STANDARD	9	9%
12 TH STANDARD	28	28%
GRAUDATION	51	51%
POST GRAUDATION	5	5%
OTHERS	4	4%
TOTAL	100	100%

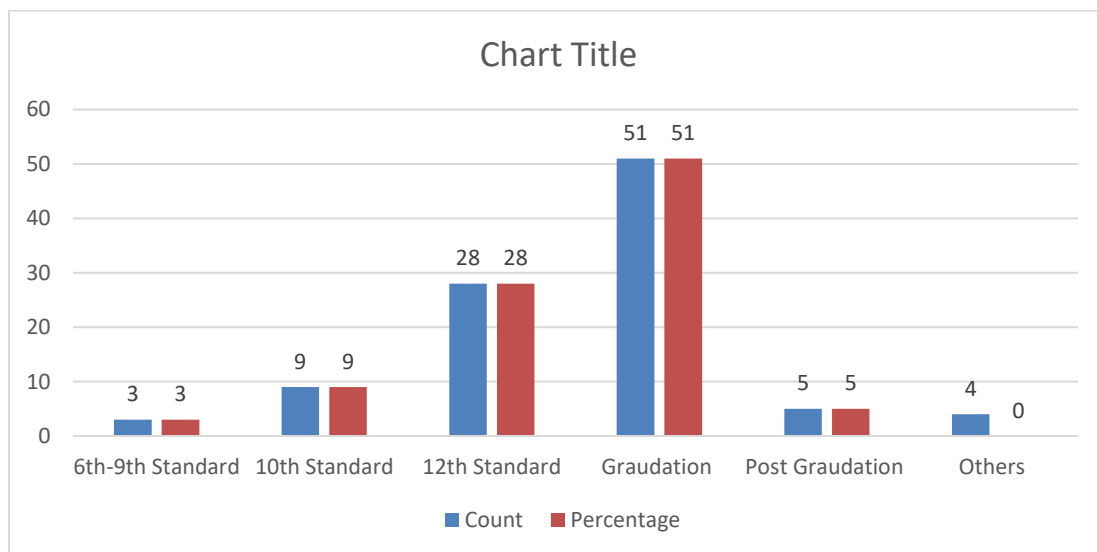


Chart 4.4 Education of the respondents

Interpretation: From the above table it is interpreted that the number of respondents 6th-9th 3.00%, 10th 9.00%, 12th Standard 28.00, Graduation 51.00%, PG 5.00%, others 4.00% between of respondents

Inferences: Majority (51.00%) of the respondents are From Graduation

TABLE 4.5 Yearly Family Income of the respondents

Family Income	Respondents	Percentage
BELOW 3 LAKHS	46	46%
3-6 LAKHS	29	29%
6-9 LAKHS	19	19%
ABOVE 9 LAKHS	6	6%
TOTAL	100	100%

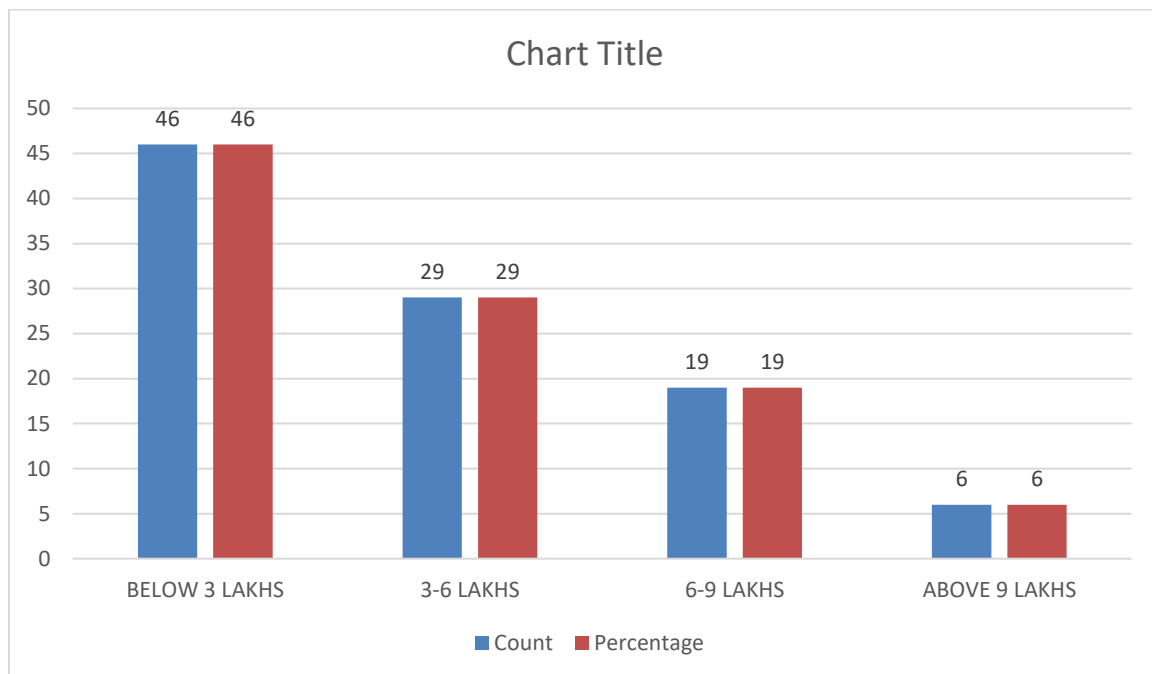


Chart 4.5 Yearly Family Income of the respondents

Interpretation: In the Table 4.5 it is shown that, 46% of the respondents are in the Below 3 Lakhs, 29% of the respondents are 3-6 Lakhs, 19% of the respondents are doing their 6-9 Lakhs 6% of the respondents are Above 9 Lakhs

Inferences: Majority (46.00%) of the respondents are From 3 Lakhs

TABLE 4. 6 How Long You Have Been Using Smart Phone

No of years using smart phone	Respondents	Percentage
BELOW 1 YEAR	47	47%
1-2 YEARS	13	13%
2-4 YEARS	24	24%
4-6 YEARS	9	9%
ABOVE 6 YEARS	7	7%
TOTAL	100	100%

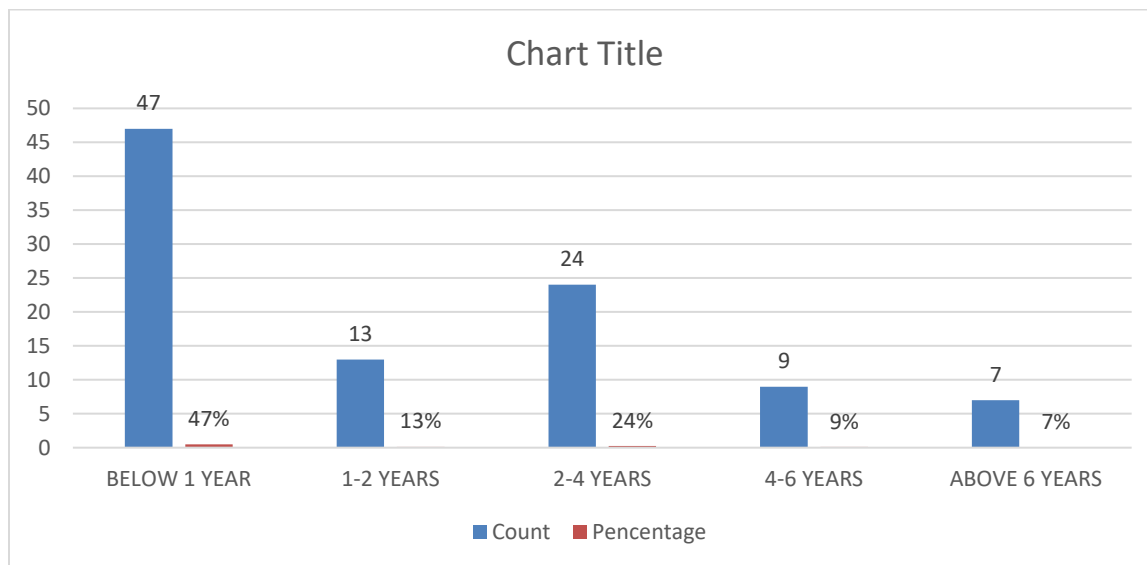


Chart 4. 6 How Long You Have Been Using Smart Phone

Interpretation: In the Table 4.5 it is shown that, 47% of the respondents are in the Below 1 Year, 24% of the respondents are 2-4 Year, 13% of the respondents are doing their 1-2 Year, 9% of the respondents are 4-6 Years

Inferences: Majority (47.00%) of the respondents are From Below 1 Year

TABLE 4.7 What Is The Budget Of Your Smart Phone

Budget Of Your Smart Phone	Respondents	Percentage
LESS THAN 6 THOUSAND	22	22%
6-8 THOUSAND	3	3%
8-12 THOUSAND	15	15%
ABOVE 12 THOUSAND	60	60%
TOTAL	100	100%

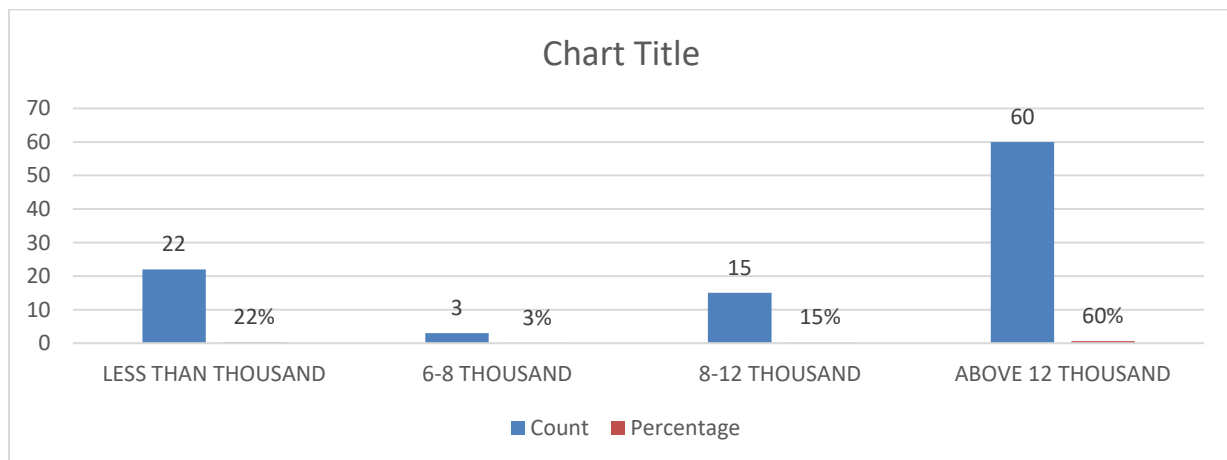


Chart 4.7 What Is the Budget Of Your Smart Phone

Interpretation: In the Table 4.5 it is shown that, 60% of the respondents are in the Above 12 Thousand, 22% of the respondents are Less Than Thousand, 15% of the respondents are doing their 8-12 Thousand, 3% of the respondents are 6-8 Thousand

Inferences: Majority (60.00%) of the respondents are From Above 12 Thousand

TABLE 4.8 How Many Hours You Have Use Smart Phone In Your Day To Day Life?

No of Hours spent Using Smart Phone in a Day	Respondents	Percentage
LESS THEN 3 HOURS	11	11%
3 HOURS- 6 HOURS	18	18%
6 HOURS TO 9 HOURS	59	59%
9 HOURS TO 12 HOURS	11	11%
MORE THAN 12 HOURS	1	1%
TOTAL	100	100%

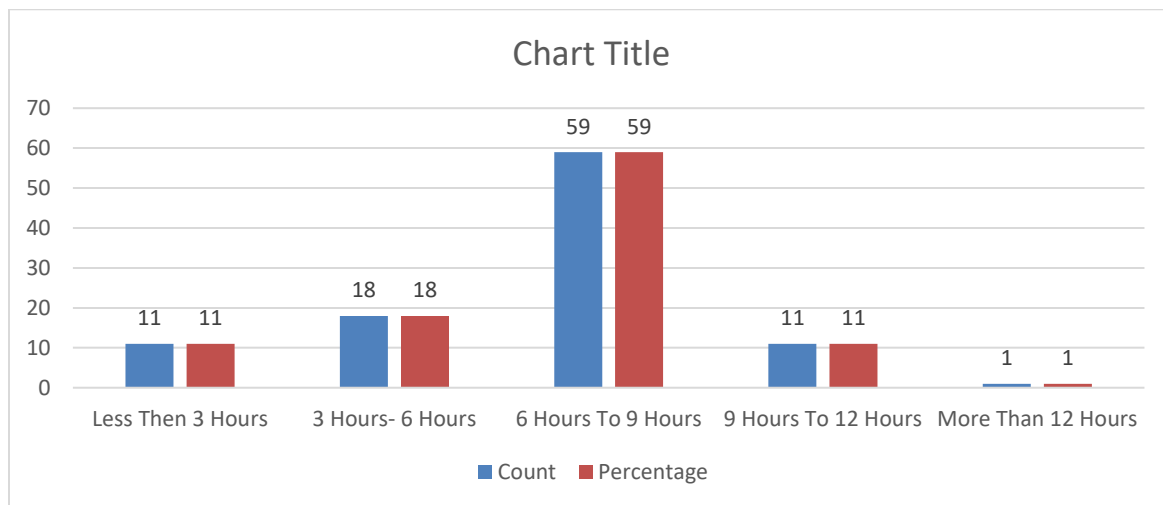


Chart 4.8 HOW Many Hours You Have Use Smart Phone In Your Day To Day Life?

Interpretation: In From the above table it is interpreted that the 1% of respondents says more than 12 hours, 11% says less than 3 hours, 11% says 9 hours to 12 hours, 18% says 3 hours – 6 hours, 59% says 6 Hours to 9 hours day to day life

Inference: majority (59%) of the respondents says 6 hours to 9 hours

TABLE 4.9 How Will You Rate The Support Given By Smart Phone In Your Day To Day Life?

Support of Smart Phone in Day to Day Life	Respondents	Percentage
EXCELLENT (5 POINTS)	86	86%
VERY GOOD (4 POINTS)	7	7%
GOOD (3 POINTS)	7	7%
FAIR (2 POINTS)		
POOR (1 POINTS)		
TOTAL	100	100%

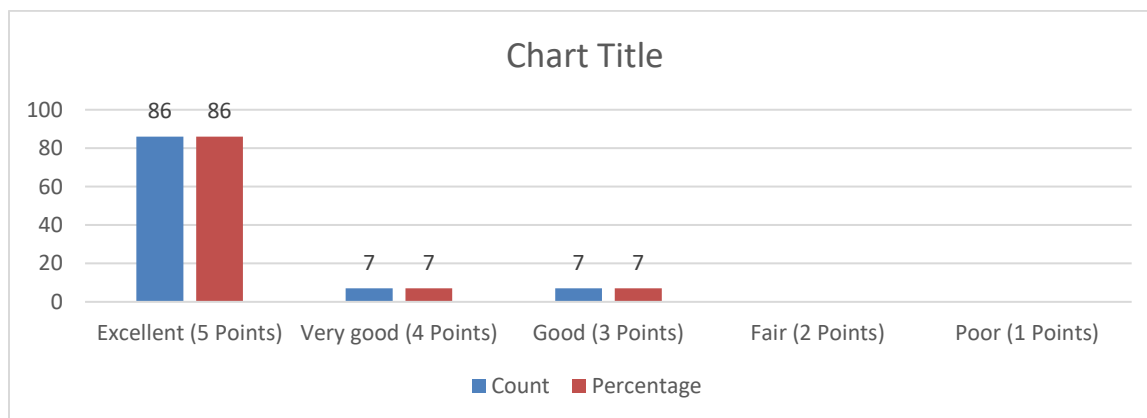


Chart 4.9 How Will You Rate The Support Given By Smart Phone In Your Day To Day Life?

Interpretation:

From the above table it is interpreted that the 86% of respondents says excellent (5 points), 7% says very good (4 points), 7% says Good (3 points)

Inference:

Majority (86%) of the respondents says excellent (5 points) smart phone

TABLE 4.10 WHY DO YOU USE SMART PHONE?

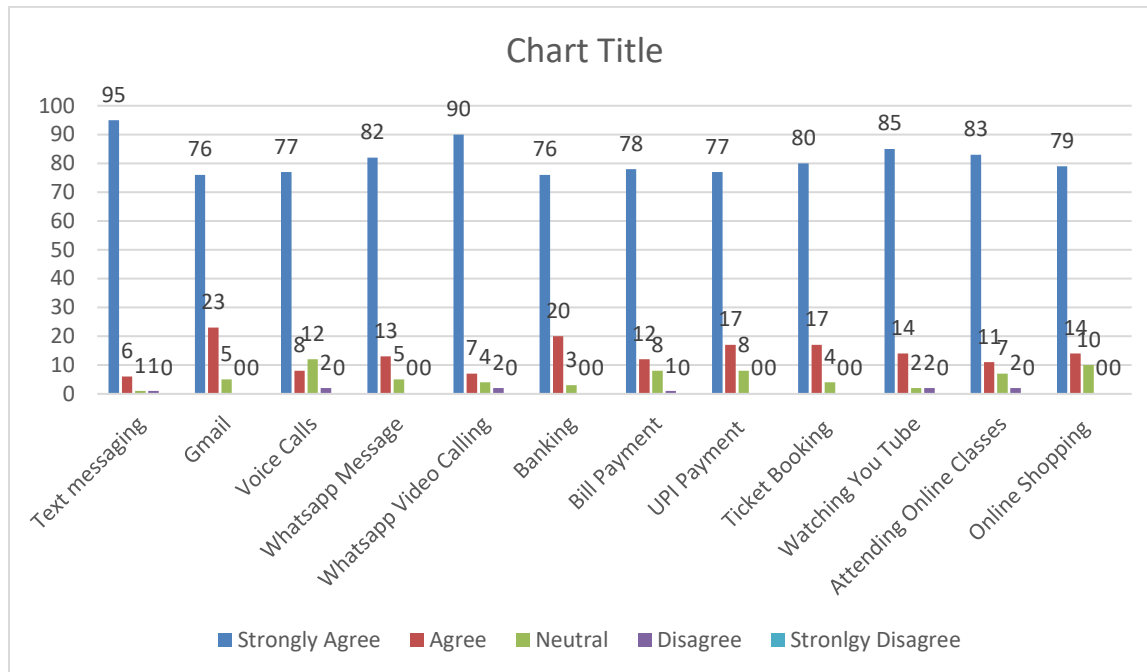


Chart 4.10 why do you use smart phone?

Interpretation:

From the above table it is interpreted that the 95% of respondents says, agree, 23% says agree, 2% says disagree, 0% says strongly disagree, 10% says neutral agree nor disagree for why do you smart phone.

Inference:

Majority (95%) of the respondents says strongly Agree for why do you smart phone

TABLE 4.11 Do you agree that you personally use smart phone for ?

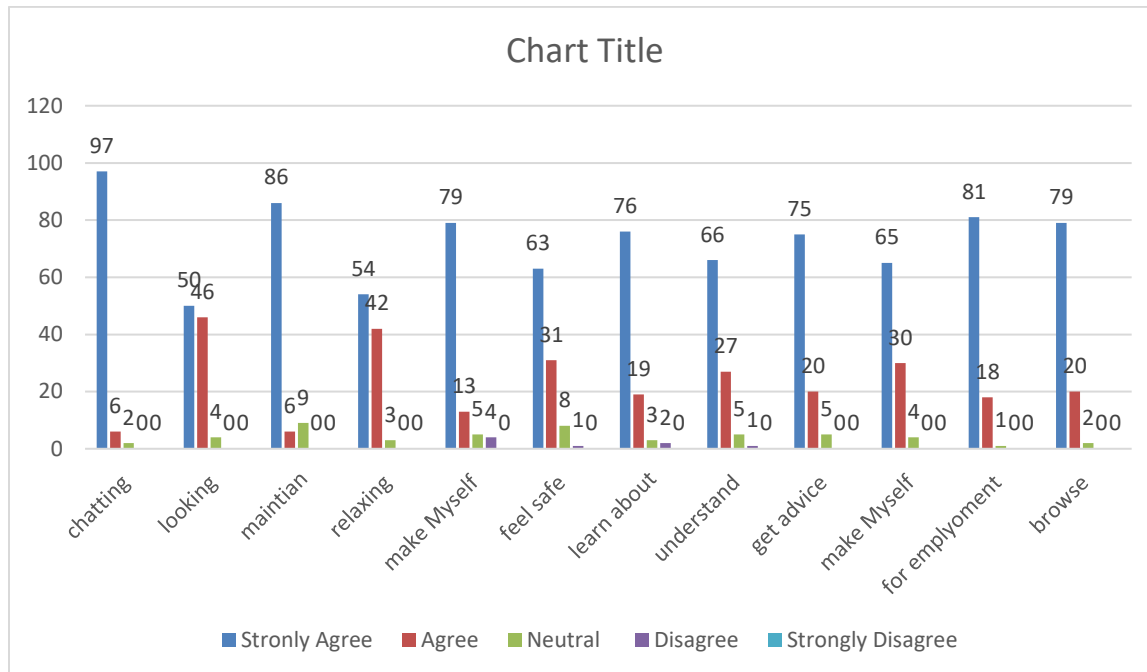


Chart 4.11 Do you agree that you personally use smart phone for ?

Interpretation:

From the above it is interpreted that the 97% of the respondents says strongly agree, 46% says agree, 4% says disagree, 0% says strongly disagree for do you agree that you personally use smart phone for.

Inference:

Majority (97%) of the respondents says strongly agree for do you agree that you personally use smart phone for.

TABLE 4.12 Usage of Apps

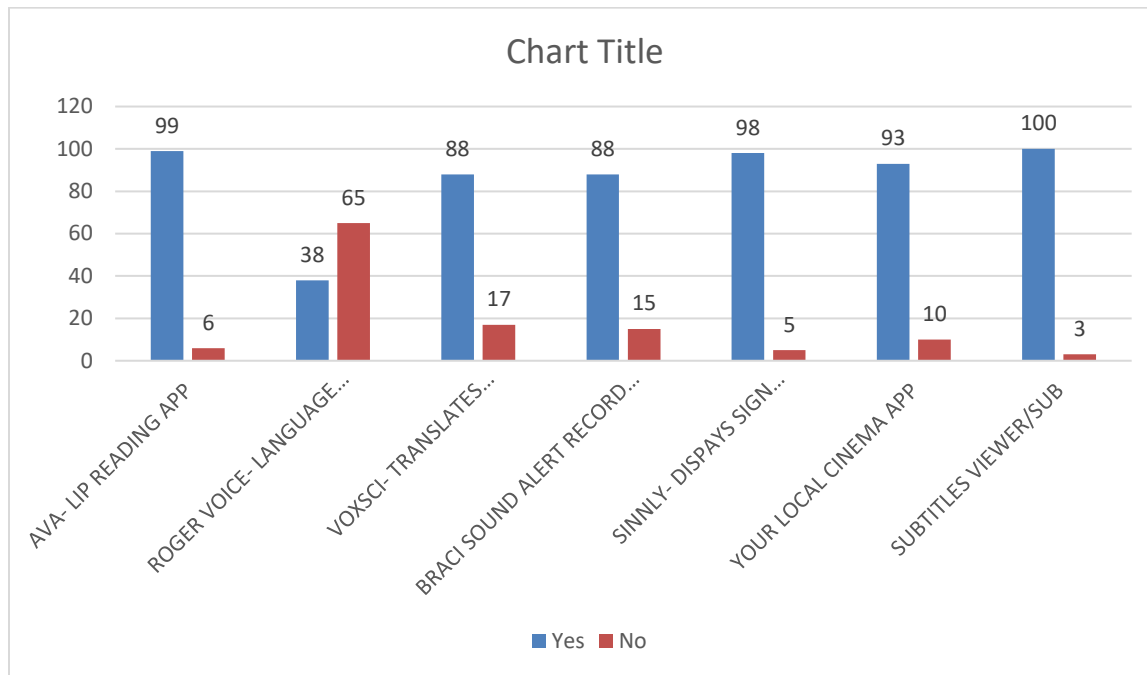


Chart 4.12 Usage of Apps

Interpretation:

From the above it is interpreted that the number of respondents says yes in which of the following apps you to help yourself of the respondents (65%) between of respondents No (17%)

Inferences:

Majority (65%) of the people respondents Yes

CHAPTER- 5

Finding and suggestions

5.1 FINDING

In demographic profile it shows that Majority 73% percent of the respondents are male, 52% percent of the respondents are age group below 21 to 25 years, 51% percent of the respondents are graduation, 46% percent of the respondents are income group below 3 Lakhs, 86% percent of the respondents are like to have smartphones,

Gender wise classification of the respondents

Majority (73%) are male

Age wise classification of the respondents

Majority (52%) of the respondents are age between 21 to 25 years

Marital status classification of the respondents

Majority 64% of the respondents are unmarried

Education wise classification of the respondents

Majority (51.00%) of the respondents are From Graduation

Yearly Family Income of the respondents

Majority (46.00%) of the respondents are From 3 Lakhs

Year wise usage of smart phone

Majority (47.00%) of the respondents are From Below 1 Year

Budget wise classification Of Your Smart Phone

Majority (60.00%) of the respondents are From Above 12 Thousand

Hour wise usage of smart phone

majority (59%) of the respondents says 6 hours to 9 hours

Smart Phone usage in Day to Day Life

Majority (86%) of the respondents says excellent (5 points) smart phone

Why do you use smart phone

Majority (95%) of the respondents says strongly Agree for why do you smart phone.

Personal usage of smart phone

Majority (97%) of the respondents says strongly agree for do you agree that you personally use smart phone for.

Usage of Apps

Majority (65%) of the people respondents Yes

5.2 SUGGESTIONS:

Based on the finding of the study the following suggestion are made for attracting the consumers mobile phones has increase the market

- Price plays a significant role in the purchase decision. Price has significant positive impact on consumer perception choice in selecting mobile phones.
- To explore the market, mobile industry have to concentrate more on youth segment by giving more advanced features.
- Product quality from the marketer 's perspective is associated with communication, price, feature, function, or performance of a product.
- Consumers regularly face the task of estimating product quality under condition of imperfect knowledge about the underlying attribution of the various product offers with the aid of personal, self-perceived quality criteria
- Enormous facilities can be included in the mobile phones.
- New model hand set can be introduction exclusively for females.
- Various kinds of sales promotional activities can be introduced by the cellular companies.
- A company that offer lower charges would be able to attract more customers committing themselves to the mobile phones network and significant number of “call minutes” might be achieved.
- The cellular companies should take necessary steps to give special promotional scheme for disabled, students and women, and try to reduce the health side effects mobile usage etc, in order increase the market share

- The mobile seller should take necessary measures to increase the number of service centre in rural areas and try to offer free service for rural people.
- The government and TRAI should intervene and regulate the cost, facilities and system of mobile.
- The Samsung mobile bring more add on facilities in their mobiles, but all the customers are unable to access it due to lack of the awareness. Hence, the company can come forward for free demonstration to all the consumers and they may create a chance to use all these services.
- The company has to bring safety locking system of mobile for eradication of the misusing the mobile and create an awareness about usage method to protect health hazardons.
- The company shall introduce water proof mobile and unbreakable body to their valuable customers because so many customers drown their mobile into water due to unavoidable circumstances.
- Along with the defensive scheme, mobile phones is a necessary thing new improved features have to introduced, which can attract the customers to the mobile phone selecting.
- More offers and discounts should be used as a weapon to attract customers

5.3 CONCLUSION:

The consumer buying a variety of mobile phones which satisfy his wants and they are always influenced by his purchasing activities by some consideration which lead him to select a particular brand or a particular store in preferred to other. Consumers mostly preferred Samsung mobile phones. The research has identified that many factors are deemed as selection criteria of mobile phones. Not necessarily all the variables influence a person in the same way and same extent, In case of choosing mobile phone brand mostly considered factors by customers include physical attributes, pricing charging and operating facilities, size and weight. In study the researcher had taken the five brands for mobile phones and given the suggestions according to the criteria like pricing, advertisement, look and feel, functionability and easy friendly

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QUESTIONNAIRE:

1. NAME OF THE PARTICIPANT

2. Gender

- Male
- Female

3. Age

- 10- 15 YEARS
- 16- 20 YEARS
- 21- 25 YEARS
- 26- 30 YEARS
- 31- 40 YEARS
- ABOVE 40 YEARS

4. Marital Status

- MARRIED
- UNMARRIED

5. Education

- 6TH -9TH STANDARD
- 10TH STANDARD
- 12TH STANDARD
- GRAUDATION
- POST GRAUDATION
- OTHERS

6. Yearly Family Income

- BELOW 3 LAKHS
- 3-6 LAKHS
- 6-9 LAKHS
- ABOVE 9 LAKHS

7. How long you have been using smart phone ?

- BELOW 1 YEAR
- 1-2 YEARS
- 2-4 YEARS
- 4-6 YEARS
- ABOVE 6 YEARS

8. What is the budget of your smart phone ?

- LESS THAN 6 THOUSAND
- 6-8 THOUSAND
- 8-12 THOUSAND
- ABOVE 12 THOUSAND

9. Give the brand name and model of your smart phone

Ans:

10. How many hours you have use smart phone in your day to day life ?

- LESS THEN 3 HOURS
- 3 HOURS- 6 HOURS
- 6 HOURS TO 9 HOURS
- 9 HOURS – 12 HOURS
- MORE THAN 12 HOURS

11. How will you rate the support given by smart phone in your day to day life ?

- EXCELLENT (5 POINTS)
- VERY GOOD (4 POINTS)
- GOOD (3 POINTS)
- FAIR (2 POINTS)
- POOR (1 POINT)

12. Why do you use smart phone ?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Text	☐	☐	☐	☐	☐
Messaging					