**EXPERIMENT NO : 1**

**Aim:** Design a Mobile app/ Website that can teach mathematics to children of 4-5 years age in schools in rural/ urban sector.

**Theory:**

The journey into the world of interface design and the screen design process must begin with an understanding of the system user, the most important part of any computer system. It is the user whose needs a system is built to serve. Understanding people and what they do is a difficult and often undervalued process but very critical because of the gap in knowledge, skills, and attitudes existing between system users and developers that build them. To create a truly usable system, the designer must always do the following:

* Understand how people interact with computers.
* Understand the human characteristics important in design.
* Identify the user’s level of knowledge and experience.
* Identify the characteristics of the user’s needs, tasks, and jobs.
* Identify the user’s psychological characteristics.
* Identify the user’s physical characteristics.
* Employ recommended methods for gaining understanding of users.

Different Levels of Clients

* The most important thing is to understand who are the users of our system/product?
* To build system/product to meet the different levels of user
  + Beginner
  + Intermediate
  + Expert

We can divide the users’ skill spectrum into three parts. The first part comprises **beginners**, the middle is where so-called **intermediates** belong, and the third part is for **experts.**

To teach mathematics for children of 4 to 5 years of age we need to understand children psychology, analyze children behavior, their preferences, interests, etc. To design interface for children, we can make use of bright colors, pictorial representation, animations, sound, and cartoon characters. For rural area children we can also provide option of regional language in GUI.

**Conclusion:-**

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| **Program Execution**  **(7)** | **Documentation**  **(2)** | **Punctuality**  **(2)** | **Viva**  **(4)** | **Experiment**  **Marks**  **(15)** | **Teacher**  **Signature**  **with date** |
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