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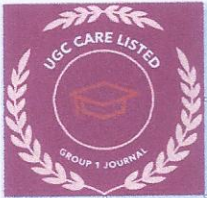
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Criteria: 3.2.1	Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years 3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years
Findings of DVV	HEI needs to consider only the papers published in the UGC care listed journals. Books or chapter will not considered hers. HEI needs to provide the First page of the article/journals with seal and signature of the Principal E-copies of outer jacket/contents page of the journals in which articles are published
Response/ Clarification	1. Scanned copies of research papers with ISSN number is attached as per data template for your verification (Appendix I)




Principal
Late Shri Govindrao Wanjari College of Education
Borkhedi (Gate) Butibori, Nagpur

Appendix I



OUR HERITAGE

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**International Conference On E-Business, E-Management,
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Mobile Learning

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Abstract: -Enormous and fast development in digital technology has now brought about a change in traditional teaching and learning process. Educational institutions are required to constantly upgrade their strategies and policies in teaching and learning as a way to remain effective and competitive. The spread of digital technology and increased use of mobile devices like handphones, iPad, smartphones, tablets and PDAs has brought a new dimension to the teaching-learning process. Since smartphones can be carried anywhere and anytime and are popular among new generation, educators should look upon this phenomenon of change as an opportunity though, indeed, it is a challenge as well. The concept of 'anytime' and 'anyplace' of mobile learning should be utilized in enhancing the pedagogical activities in delivering lessons.

Key Words: -M-learning, Teaching, Learning, Anytime, Anyplace.

Introduction:

In present era of Information and Communication Technology, digital learning (mainly E-learning and M-learning) play a vital role in development of an individual and thus future of a nation. In conventional learning it is not possible for a good teacher to teach at multiple locations at the same time. But online-learning neutralizes this drawback of conventional learning and becomes a very powerful weapon for imparting education to numerous students on a massive scale which would enable the intellectual growth of the individual and help in producing intellectual society.

In the present world of science and technology it is difficult to imagine schools and colleges without computers and internet. It is a big reality that students take a lot of help from internet nowadays. But unfortunately, in India many schools and colleges are unable to provide PCs to every student due to financial constraints. Nevertheless, almost all students do possess a smartphone/mobile device. The institutions can, therefore, use m-learning as an effective tool in education.

In 2019, the number of smartphone users in India has been found to be around 374 million, with the number of smartphone users worldwide being about 3.2 billion. The number is growing at a fast pace thereby increasing the importance of m-learning.



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Deeper into these numbers, the survey by Nielsen reveals that 50% of these smartphones being used in India are with people under the age of 25. This makes m-learning more accessible for a large number of students.

All across the globe, students from elementary school through high school and of course, colleges are increasingly engaging with advanced wireless devices to collaborate with peers, access rich digital content, and personalize their learning experiences. Always-on, always-connected, smartphones and tablets provide today's students with a ubiquitous gateway to a new ecosystem of knowledge and information regardless of the physical assets and resources in their own communities.

Definition and concept of Mobile learning:

Mobile learning can perhaps be defined as 'any educational provision where the sole or dominant technologies are handheld or palmtop devices'. This definition may mean that mobile learning could include mobile 'phones, smartphones, personal digital assistants (PDAs) and their peripherals, tablets, but not desktops and other similar devices.

Mobile learning (*m-learning*) is education via the Internet on personal mobile devices to obtain learning materials through mobile apps, social interactions, e-websites, online educational hubs etc. It is flexible, allowing students access to education anywhere, anytime.

Mobile learning provides a way for educational institutions to deliver knowledge and educational content to students on any platform, anyplace and at the time of need. Students use mobile apps and tools to complete and upload assignments to teachers, download course instruction and work in online social groups to complete tasks.

In the field of education especially teaching and learning department, the new techniques and innovative methods of delivering knowledge and skills are being used. A form of distance education, m-learners use mobile device educational technology at their convenient time.

There are core characteristics that define mobile learning and these are Spontaneous, Private and Personalised, Flexible, Informal, Bite-sized, Context aware, Connected, Interactive, Omnipresent.

It is important to be clear about what exactly m-learning contributes that is new and different from previous technologies of learning.

M-learning is a broad term used to refer to any teaching and learning that happens with the use of mobile devices and platforms. Platforms are constantly being developed for mobile learning devices – from video players to platforms that allow all-round accessibility, messaging services that keep teachers and students connected, and so on.

The main features of M-Learning are:

- ❖ **Handiness and easy access:** M-Learning provides easy access to learning at the time and place convenient to learners.



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- ❖ **Just-in-time learning:** M-Learning caters to the impulsive need of learners to access information.
- ❖ **Bite-sized modules:** Modules developed for m-Learning purposes are for a short duration, typically around five minutes. Hence, one module will focus on just one main idea or concept.
- ❖ **Contextual and informal:** M-Learning content is usually contextual and refers to a specific situation. The context can be the location, activity or learning goals etc.
- ❖ **Application-oriented:** Mobile learning solutions focus on sharing knowledge that finds immediate application.

The Advantages of Mobile Learning:

Mobile devices have become a learning tool with great potential in both classrooms and outdoor learning.

M-Learning has many advantages as follows: -

1. It's cost effective and saves time. The traditional education system requires lot of infrastructure and manpower whereas mobile learning courses can be quickly developed in a cost-effective manner and pushed out to learners through their handheld devices.
2. It provides learner instant access to relevant content.
3. Learning 24/7, anywhere and anytime.
4. Learner can track the progress of courses.
5. It seamlessly integrates learning into learner's routine life which gives flexibility to learn.
6. It encourages collaborative Learning as it allows learners to get in touch with their mentors or peers to discuss or get ideas. It maintains connectivity and supports knowledge sharing. Through discussion boards and chats, students are able to interact with everyone online and also clear doubts if any.
7. It offers Bite-sized digestible learning which is powerful. Further, short bits of information avoid cognitive overload and increases learning.
8. It creates a learning habit in free time/enables good use of spare time. It motivates learner and offers learner-driven learning.
9. The learning path established in M-Learning is more personalized and continuous. Learners get ongoing notifications and updates on their courses which they check anywhere and anytime.
10. It increases effectiveness of teaching and efficiency of learning.
11. The same course is available on various devices such as PCs, laptops, tablets and smartphones and the learner can use them as per his choice and availability.



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Disadvantages of M-Learning:

1. At times the learner may find it difficult to read diagrams, charts etc. on small screen of mobile phone and may also lead to eye strain.
2. The smartphone user may receive SMS, social media or news notifications during a mobile learning session which may create distraction in learning process and affect his concentration. This could lower the learner's engagement level vs a classroom experience.
3. M-learning may lead to fragmented learning experience due to disconnections because of poor connectivity and also owing to draining out of mobile batteries. This may affect his engagement.
4. Device compatibility issues may arise as there is a lack of standardization in smart-phones. Learners may have different devices of different specifications such as OS, versions of that OS, screen sizes, battery life, memory and so on.
5. As a result, some learners may not be able to load the study material while others can, meaning learning content delivery may get compromised.

Teachers' role in mobile learning:

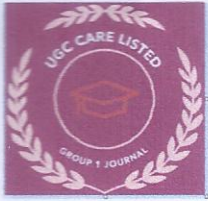
In addition to the qualities required by a teacher in traditional education, he has to perform further role in M-Learning:

- The teacher is required to be skilled in operating digital devices and use of various apps and software.
- He should be qualified to use required mobile tools and technologies.
- He should regularly update himself with the latest developments in this area.
- He should be able to determine the strengths and weaknesses of used methods and resolve the weaknesses.
- He should arrange activities to support interactions between collaborative groups.

Student's role in M-Learning: -



- Access information when heneeds
- Responsible for own learning
- Learning at his learning speed
- Discover and use his learning styles



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- ❖ product
- ❖ Create and share new information or
- Study with his peers collaboratively

Tips for Creating Mobile Learning study material:

- 1. Focus on the main materials:** The mobile learning platform width is less than a PC and some other devices. While focusing on the main materials, adjust the Instructional Design to make up for any missing information and enable questions.
- 2. Make graphics simple:** Images on the small screen should be properly selected and used. Image editing tools can be used to optimize images.
- 3. Test learning material before launching:** Your content must be compatible even with the device having the least width.
- 4. Keep flexibility in mind when designing the layout:** A way of designing mobile learning is to ensure that the layout design is responsive. It should be more flexible toward different types of screen sizes.
- 5. Make a single-column design:** Instead of adding content tables or sidebars to a separate column, everything can be added in a single column flow. Mobile users are used to scrolling up and down to get information, so adding several columns could make learning difficult for them.
- 6. Add necessary section breaks:** Section breaks will help in minimizing the rate at which learners scroll over some important sections of M-Learning course. You can break up your content by adding some relevant and colorful infographics or charts.

Conclusion:

M learning has to be utilized judiciously and should be used more at higher secondary and college level. M-learning can be supportive and complementary to the traditional formal as well as informal education.

Like every other revolutionary technology, mobiles have been associated with learning and education and have been promoted as a technological tool that could impact the process of learning. Mobile technology has the potential to provide new dimension to the education system and render novel ways of engaging students, thus making the learning experience more meaningful. They have the potential to bridge formal and informal learning. Applications developed for phones can be contextualized to adapt to local educational settings like localized language, inculcating local games in game-based learning context, etc. It can help both in life-long and life-wide learning.



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