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M- LEARNING : CREATES VIRTUAL ENVIRONMENT IN OUR CLASSROOMS

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Abstract
Mobile provides the way for instructional establishments to deliver data and academic content to students on any platform, anywhere and at the time of would like. Students use mobile apps and tools to finish and transfer assignments to lecturers, transfer course instruction and add on-line social groups to complete tasks. Mobile learning encourages 'anywhere, anytime' learning. Mobile devices permit students to assemble, access and method data outside the school room. Its encourage learning in a real-world context and help bridge school, after school and home environments and reach underserved kids due to their comparatively low price and accessibility in low-income communities. Mobile learning helps learners to improve their literacy and numeracy skills and to recognize their existing abilities. Mobile learning is often want to encourage each freelance and collaborative learning experiences.
Keywords: Mobile learning, Instructional Development, Environmental-friendly, Mass Skills, Wireless Infrastructure etc.

Introduction

Mobile learning is currently making a brand new wave of instructional development for property and viable learning option. It is supported the convergence of mobile technologies and wireless infrastructure. This primarily represent a time of e-learning supported a lot of refined technologies. M-learning implies different things to different people. M- Learning paradigms promises rich interactivity, total connectivity and powerful processing with capacity for individualized flexible adaptation. It has serious implications for educators, who would be required to develop new courses and revise existing courses for delivery on mobile computing devices. However, different devices operate in different ways and have different capabilities.

According to **Quinn (2000)** "Mobile learning is learning through mobile machine devices".

Shepherd (2001) Says: M- learning isn't simply electronic, it's mobile.

Colazzo, Ronchetti, Trifonova, and Molinari (2003) state that, ''A mobile learning educational method are often thought about as any learning and teaching activity that's potential through mobile tools or in settings wherever mobile instrumentation is obtainable."

Polsani (2003) defines "mobile learning as a variety of education whose website of production, circulation and consumption is the network".

Trifonova (2003) Any variety of learning (studying) and teaching that happens through a mobile device, or in a mobile environment.

Keegan (2005) the supply of education and coaching on PDAs/palmtops/handhelds, smartphones and mobile device .

Traxler (2005), defines m-learning as "any educational provision where the sole or dominant technologies are handheld or palmtop devices."

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History

The conception of m – learning, as well as the first type of learning with mobile devices, first appears in 1970s and 1980s. In those years, Alan Key and his colleagues proposed to make a minicomputer that would replace the book. Name that computer was the Dynabook. First, a serious variety of this sort of learning happens throughout the Nineteen Nineties. Then the company Palm offered various discounts to instructional establishment and corporations that are mistreatment mobile learning within the Palm platform. It was not until the early 21st century, the European Commission began to support comes associated with m-learning and multi-country project known as Mobil earn .

Characteristics of Mobile Learning

From a technology perspective, handheld devices such as handheld computers and personal
digital assistants are more affordable today than before. From a pedagogical perspective, mobile learning supports a brand new dimension within the instructional method.

The following are some of the characteristics of mobile learning.

- Urgency of learning need
- Initiative or knowledge acquisition
- Mobility of learning setting
- Interactivity of the learning process
- Situational aspects of instructional activities, and Integration of instructional content.

These characteristics make mobile learning quite different compared with traditional classroom learning environments, where all the educational activities are carried out at a designated time and place.

Categories of Mobile Technologies

Push: MMS and SMS are the two leading push technologies for mobile devices. SMS functionality is available on nearly all mobile phones in use today, this making it the most robust platform for push technologies for communications where 'guaranteed' delivery is needed. MMS is very close to becoming a universal standard as well.

Pull: Key technologies used for pull communication include WAP, HTML, and email. For
optimal use, an analysis of the market penetration of these technologies will be required. Market penetration of JAVA/Flashlight and other relevant technologies should also be ascertained. The more valuable-or critical- a given service is to students, the more important it will be for students to own and make use of the service. Important/ valuable services will therefore probably be delivered using SMS because of its ubiquitous availability and proven track record of reliability.

Advantages

Increased mobility: Learning is not restricted to fixed locations any more . Mobile devices allow learners to access learning content and learning interactions anyplace, such as factories, museums , hospitals, shopping malls, cafes and outdoors areas.

Time-saving: individuals will currently study after they are travelling and traveling.

Environmental-friendly: it's wonderful to search out what proportion data a mobile device can carry despite its light weight. Less printing is required.
Interactive: Mobile technology allows students to closely link with their peers, teachers, distant partners, and even interest groups worldwide. Good support for preferred modes of *interaction*, e.g. accessing audio content or participating in social networks on the move.
Privacy: Better opportunities to a mass skills at one's own pace, with a degree of privacy which will be misusing shared computer facilities or relying on equipment belonging to somebody else.

Conclusion

Mobile learning helps learners to boost their acquisition and acquirement skills and to acknowledge their Existing abilities. In the present context, mobile learning can at best be complementary or supplementary to the conventional learning/training in India and may take some more time to emerge as an alternative mode of learning. Mobile learning can make learning more responsive to individual needs as it can motivate both teachers and students to take greater responsibility of their teaching and learning. Younger population is utilizing new ICTs tools, collaborative sites and blogs, platforms like face book and twitter, videoconferencing and mobile technologies in a big way.
Teachers, however, need to master these techniques by learning to teach in virtual learning environment play the role of a facilitator and provide greater control of learning to the students for lifelong learning. Mobile learning will be want to encourage eac h freelance and cooperative learning experiences. Thus M-Learning gives more contribution in teaching learning process in our classrooms.

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STUDY RELATED TO LEVELS OF STRESS AMONG TEACHER TRAINEES

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ABSTRACT

The objective of the present study was to study the levels of stress among teacher trainees. To achieve this objective, scores of teacher trainees on the variable of stress were collected with the help of Bisht Battery Scale of Stress by Abha Rani Bisht. This tool was administered to 600 subjects, i.e., teacher trainees, out of which 300 were from rural areas and 300 were from urban areas. The sample was equally balanced between male and female teacher trainees. The subjects were studying in the Colleges of Education of 4 districts of Punjab, i.e., Bathinda, Moga, Ludhiana and Sangrur.

Teacher trainees were classified into following five groups - Group with very high level of stress, group with high level of stress, group with average level of stress, group with low level of stress and group with very low level of stress. The classification of teacher trainees into above said different groups was done on the basis of their stress scores. As the scores were found to be normally distributed, the subjects could be easily put into above stated five categories.

For the present sample (N=600) Mean was=1442.7 with S.D. of 332.45. Thus the subjects whose scores were equal to and above Mean +2 S.D. (1442.7+664.90 =2107.60) were termed as the group with very high level of stress. In this group the number of teacher trainees was 9. The subjects whose scores were equal to and above Mean+1S.D. (1442.7+332.45 =1775.15) were termed as the group with high level of stress. In this group the number of teacher trainees was 45. The subjects whose scores were between Mean -1S.D. to Mean+1S.D. (1110.25 to1775.15) were termed as the group with average level of stress. Number of teacher trainees in this group came out to be 198. Whereas the subjects whose scores were equal to and below Mean -1 S.D. (1442.7-332.45 =1110.25) were termed as the group with low level of stress. Number of teacher trainees in this group was 39. The subjects whose scores were equal to and below Mean -2 S.D. (1442.7–664.90=777.80) were termed as the group with very low level of stress. 9 teacher trainees fell in this group.

3% teacher trainees among the total sample (N=600)were in the group of very high level of stress, 15% teacher trainees were in the group of high level of stress, 66% teacher trainees were in the group of average level of stress. 13% teacher trainees depicted low level of stress, whereas only 3% teacher trainees were in the group of very low level of stress. Hence, it may be concluded that maximum number of teacher trainees were in the average level of stress, i.e., (66%). The results are presented in fig. 1.

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Showing percentages of teacher trainees at different levels of stress (N=600)

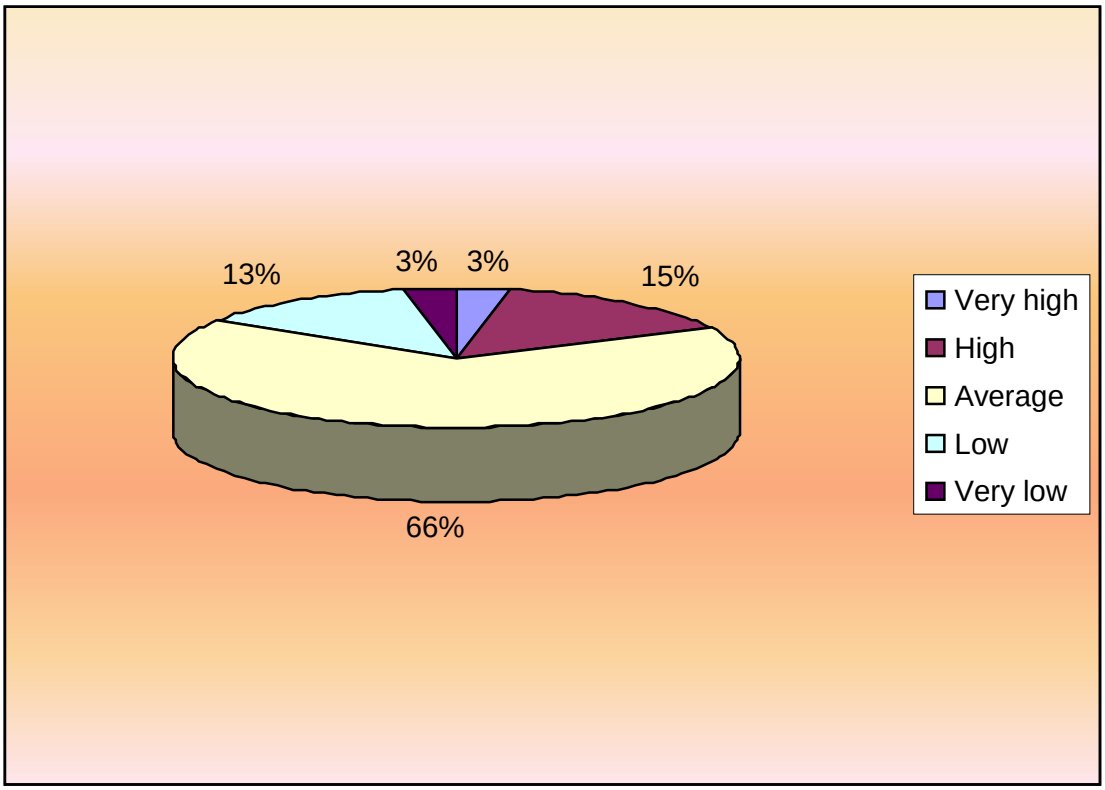

Fig. 1

The percentages of teacher trainees depicting different levels of stress were also calculated for the following groups:

(i) Teacher trainees belonging to rural areas.

(ii) Teacher trainees belonging to urban areas.

(iii) Male teacher trainees.

(iv) Female teacher trainees.

Teacher trainees belonging to rural areas (N=300), had Mean of 1436.91 with S.D. of 298.73 on the variable of stress. Thus the subjects whose scores were equal to and above Mean + 2 S.D. (1436.91 + 597.46 = 2034.37) were put in the group with very high level of stress. In this group the percentage of teacher trainees was 4%. The subjects whose scores were equal to and above Mean + 1S.D. (1436.91 + 298.73 = 1730.64) were termed as the group with high level of stress. In this group 18% of teacher trainees fell. The subjects whose score were between Mean - 1S.D. to Mean + 1S.D. (1138.18 to 1730.64) were termed as the group with average level of stress. Number of teacher trainees in this group was maximum (i.e.195). Whereas the subjects whose scores were equal to and below Mean - 1S.D. (1436.91 - 298.73 = 1138.18) were termed as the group with low level of stress. Number of teacher trainees in this group was 30. The subjects whose scores were equal to and below Mean - 2S.D. (1436.91 - 298.73 = 839.45) were termed as the group with very low level of stress. Number of teacher trainees in this group was 9 depicting a percentage of 3. Results are presented in fig. 2 and fig. 4.

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Showing percentages of rural teacher trainees at different levels of stress (N=300)

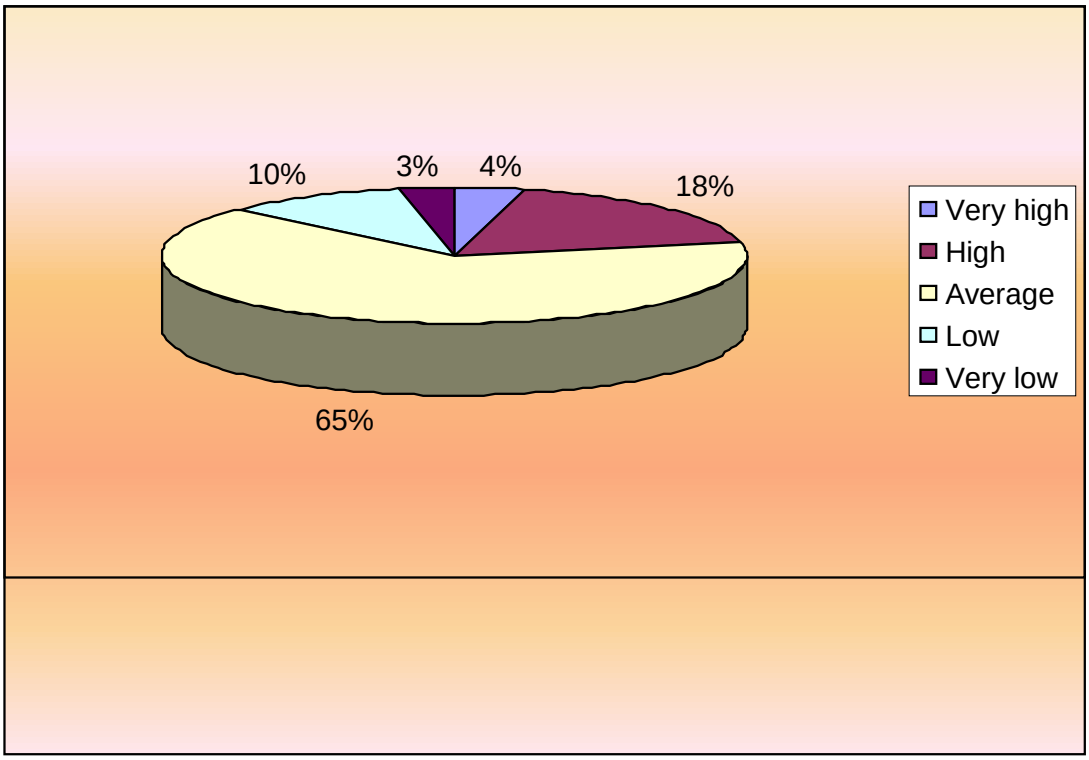

Fig. 2

Teacher trainees belonging to urban areas had Mean of 1431.66 with S.D. of 313.907 on the variable of stress. Thus the subjects whose scores were equal to and above Mean + 2 S.D. were put in the group with very high level of stress. Number of teacher trainees in this group was 2%. The subjects whose scores were equal to and above Mean + 1S.D. were termed as the group with high level of stress. In this group the number of teacher trainees was 39. The subjects whose scores were between Mean - 1S.D. to Mean + 1S.D. (1117.97 to 1745.56) were termed as the group with average level of stress. In this group, number of teacher trainees was maximum, i.e., 67%. The subjects whose scores were equal to and below Mean -1S.D. (1431.66 - 313.907 = 1117.75) were termed as the group with low level of stress. Number of teacher trainees in this group was 45. The subjects whose scores were equal to and below Mean - 2S.D. (1431.66 - 627.814 = 806.84) were termed as the group with very low level of stress. Number of teacher trainees in this group was 9. Results are presented in fig. 3 and fig. 4.

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Showing percentages of urban teacher trainees at different levels of stress (N=300)

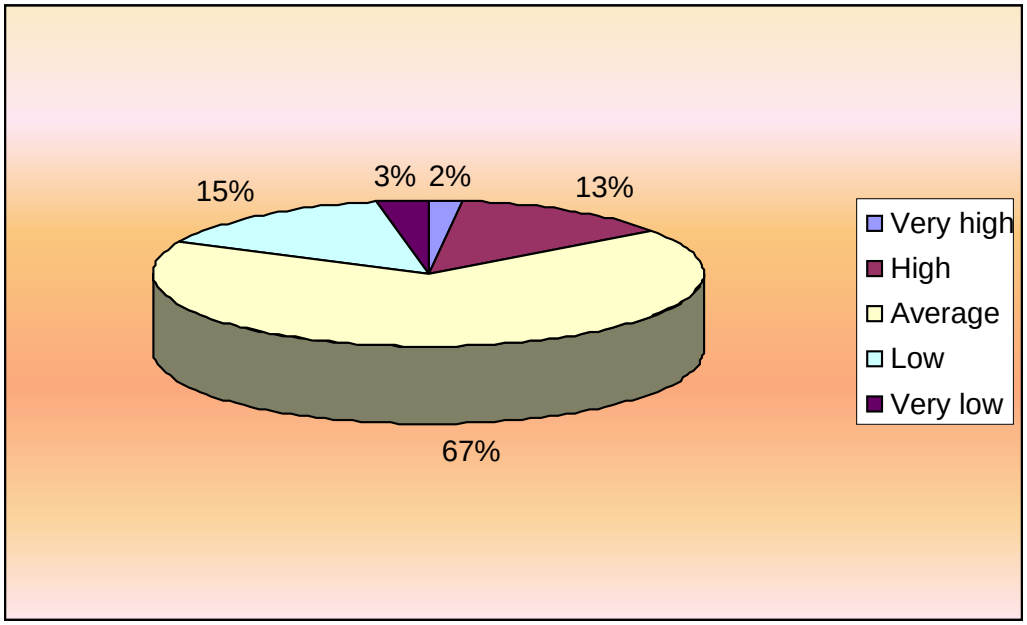

Fig. 3

Showing comparison of percentages of rural and urban teacher trainees at different levels of stress

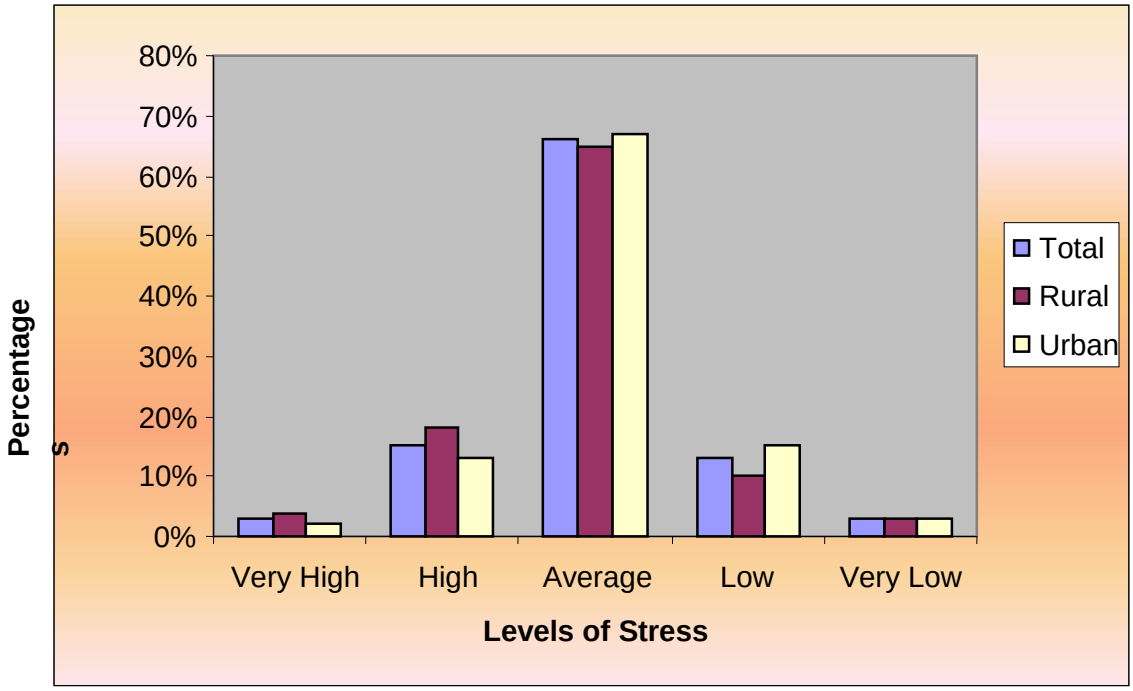

Fig. 4

Male teacher trainees (N=300), had Mean of 1431.3 with S.D. of 317.79 on the variable stress. Thus the subjects whose scores were equal to and above Mean + 2 S.D. (1431.3 + 635.58 = 2066.88) were termed as the group with very high level of stress. In this group the number of teacher trainees was 6 depicting a percentage of 2. The subjects whose

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scores were equal to and above Mean + 1S.D. (1431.3 + 317.79 = 1749.09) were termed as the group with high level of stress. 39 teacher trainees represented this group. The subjects whose scores were between Mean -1S.D.to Mean + 1S.D. (1138.18 to 1730.64) were termed as the group with average level of stress. 66% of teacher trainees fell in this group. The subjects whose scores were equal to and below Mean - 1S.D. (1436.91 - 298.73 = 1138.18) were termed as the group with low level of stress. Number of teacher trainees in this group was 45. The subjects whose scores were equal to and below Mean – 2 S.D. (1436.91 - 298.73 = 839.45) were termed as the group with very low level of stress. 4% of teacher trainees belonged to this group. The results are presented in fig. 5 and fig. 7.

Showing percentages of male teacher trainees at different levels of stress (N=300)

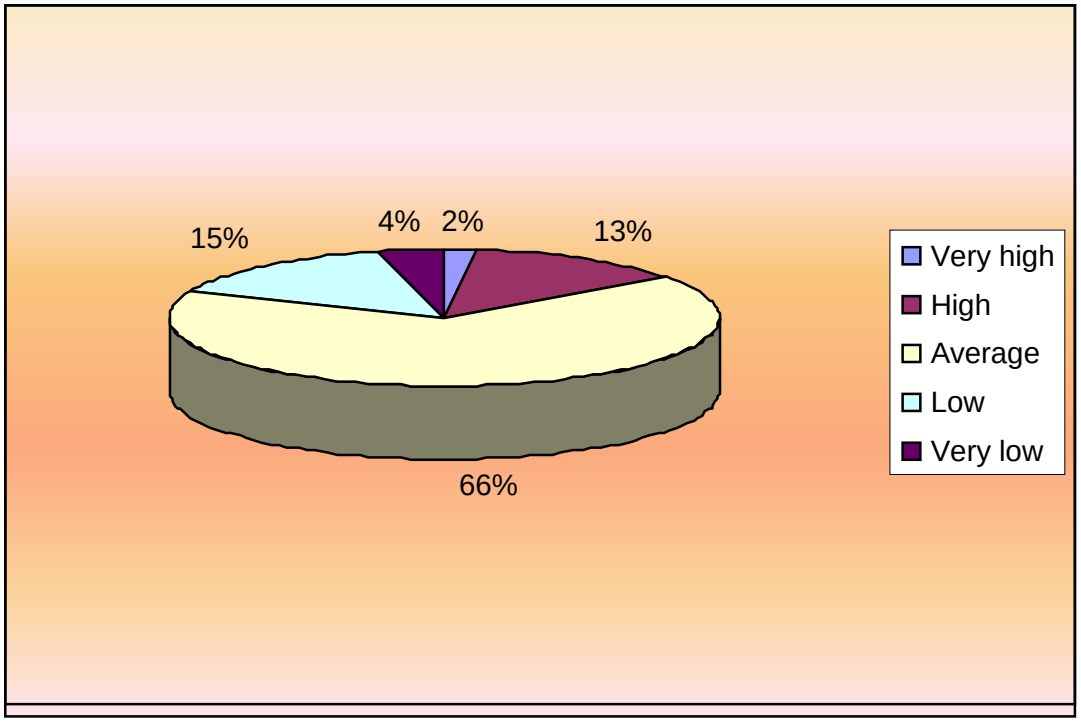

Fig. 5

Female teacher trainees had Mean of 1437 with S.D. of 294.82 on the variable of stress. The subjects whose scores were equal to and above Mean + 2 S.D. were termed as the group with very high level of stress. In this group the number of teacher trainees was 12 depicting a percentage of 4. The subjects whose scores were equal to and above Mean + 1S.D. were termed as the group with high level of stress. 51 teacher trainees were in this group. The subjects whose scores were between Mean - 1S.D. to Mean + 1S.D. (1142.18 to 1731.82) termed as the group with average level of stress. Number of teacher trainees in this group was maximum, i.e., 198. The subjects whose scores were equal to and below Mean - 1S.D. were termed as the group with low level of stress. 11% subjects were with low level of stress. The subjects whose scores were equal to and below Mean - 2S.D. were termed as the group with very low level of stress. Number of teacher trainees in this group was 6 depicting a percentage of 2. The results are presented in fig. 6 and fig. 7.

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Showing percentages of female teacher trainees at different levels of stress (N=300)

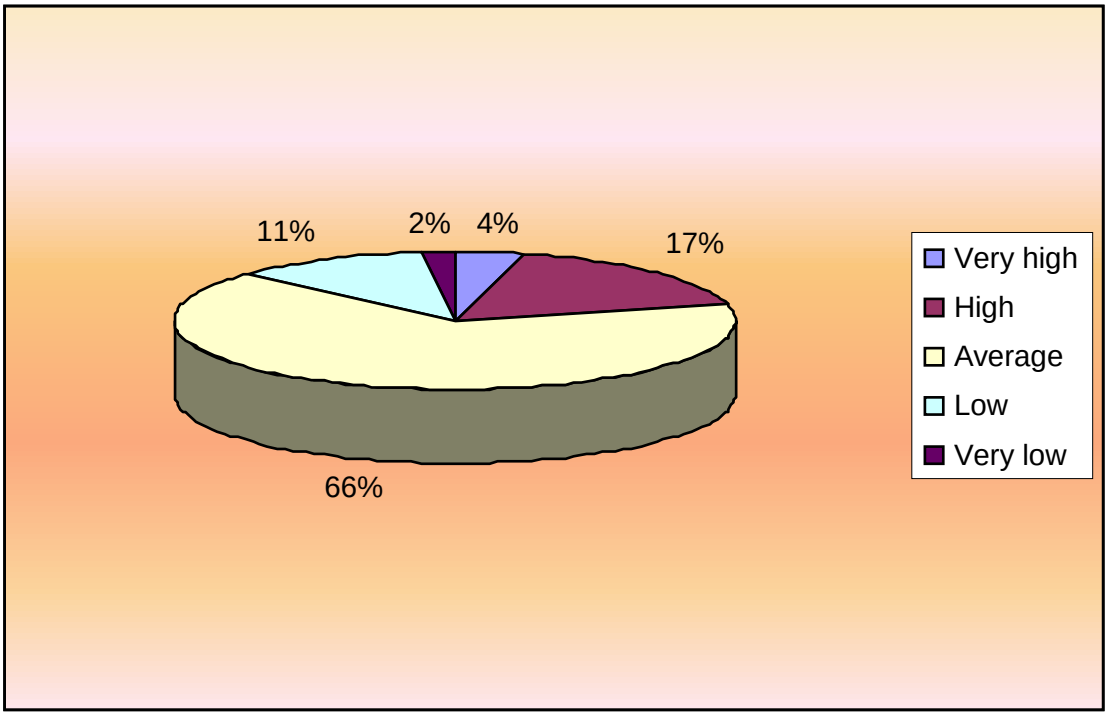

Fig. 6

Showing comparison of percentages of male and female teacher trainees at different levels of stress

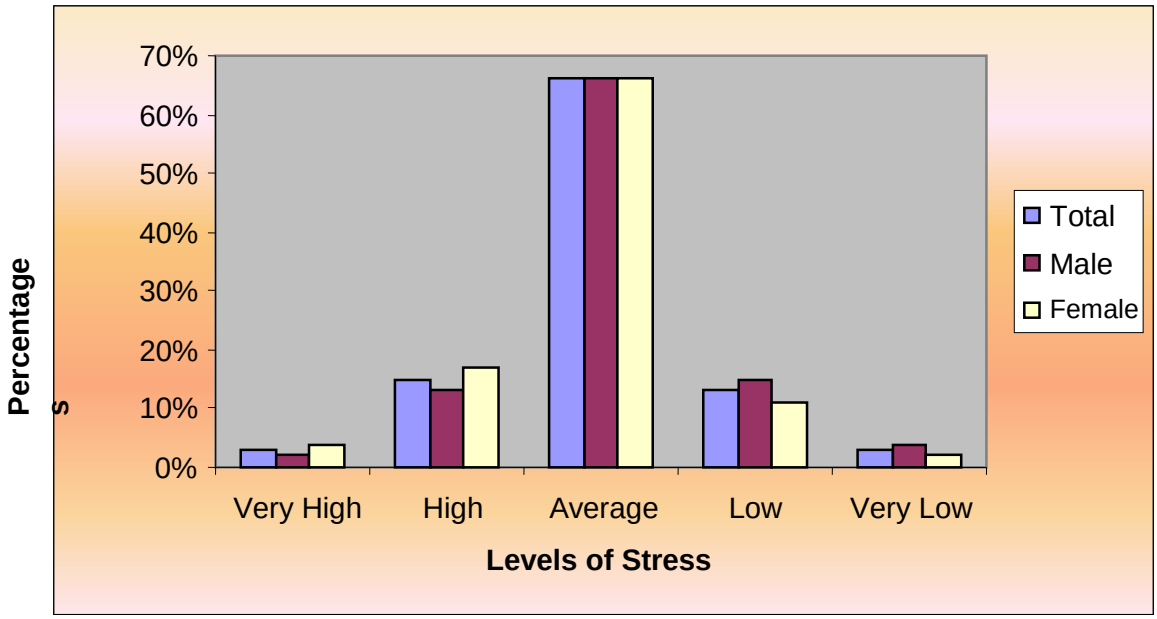

Fig. 7

From all above, it may be concluded that 2% to 4% teacher trainees belong to very

high level of stress, 13% to 18% fall in the range of high level of stress, 65% to 67% in average level of stress, 10% to15% in low level of stress and 2% to 4% in the range of very low level of stress for the total as well as for rural, urban, male and female teacher trainees.

The probable reason for the above results may be that like the other aspects of personality in the modern complex world stress has also become an important component of personality. Hence, it is normally distributed in the population ranging from very high to very low.

CONCLUSIONS

The following conclusions can be drawn:

1. 2% to 4% teacher trainees belong to very high level of stress.
2. High level of stress is shown by 13% to 18% of teacher trainees.
3. 65% to 67% of teacher trainees show average level of stress.
4. Low level of stress is shown by 10% to 15% of teacher trainees.
5. 2% to 4% teacher trainees belong to very low level of stress.

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