# USE OF MOBILE APPLICATIONS FOR ACADEMIC PURPOSE AMONG THE RESEARCH SCHOLARS OF BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY, LUCKNOW : A STUDY

DISSERTATION

SUBMITTED FOR AWARD OF THE DEGREE OF

**Master of Philosophy**

IN

**LIBRARY AND INFORMATION SCIENCE**


UNDER THE SUPERVISION OF

*Prof. M. P. Singh*

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SUBMITTED BY

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# CERTIFICATE

This is to certify that the dissertation entitled **"Use of Mobile Applications for Academic Purpose among the Research Scholars of Babasaheb Bhimrao Ambedkar University, Lucknow: A Study"** submitted by **Niharika Kumari** is an original research work and has not been previously submitted in part or full for the award of any other degree or diploma to this or any other university.

The dissertation submitted to Babasaheb Bhimrao Ambedkar University satisfies all the requirements as stipulated in the Master of Philosophy (M.Phil.) regulations-2018 and it is fit for submission and evaluation for the award of the degree of Master of Philosophy in Library and Information Science of the University.

**Date:** 12/7/2019

**Supervisor**

**Place:** Lucknow

**(Head of the Department)**

# DECLARATION

I hereby declare that this dissertation **"Use of Mobile Applications for Academic Purpose among the Research Scholars of Babasaheb Bhimrao Ambedkar University , Lucknow :A Study"** submitted by me for the award of Degree of the Master of Philosophy in Library and Information Science to the Department of Library and Information Science, Babasaheb Bhimrao Ambedkar (A Central University), Lucknow is an outcome of my own efforts and is an original work. The content of this dissertation did not form a basis for the award of any previous degree to anyone else.

Date:

(**Niharika Kumari)**

Place: Lucknow

**M.Phil. Scholar**

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**Dated:** **(Niharika Kumari)**

**Place: Lucknow**

# PREFACE

Mobile application is defined as both a philosophy and a set of guiding principles. It is the application of quantitative methods and human resources to improve all the processes within an education and exceed customer needs now and in the future. Academic application provide a better education in easy way for students, Researcher has also identified the problem and reason of the present status of the mobile applications. The whole work of study is arranged in fifth chapters:

**Chapter 1: Introduction**

The first chapter discusses about the mobile application in academic purpose. After that statement of the problem, need and significance of the study, objectives of study, as well as hypotheses, scope and research methodology, are discussed.

**Chapter 2: Review of Literature**

The second chapter presents the review of literature pertaining to mobile application in academic purpose. Most of the literatures are of recent decade

**Chapter-3:- Babasaheb Bhimrao Ambedkar University, Lucknow: A Profile**

The third chapter is profile of selected babasaheb bhimrao ambedkar university, lucknow. this chapter is also divided into sub titles like Introduction of libraries, establishment and their resources and collections.

**Chapter 4: Data Analysis and Interpretation**

The forth chapter presents tabulation, statistical analysis, interpretation, and graphical representation of the collected data from the library.

## Chapter 5: Findings, Conclusion and Suggestions

The fifth chapter presents the major findings and conclusion of the study. It deals with recommendations of the study and suggestion for further future research.

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# CHAPTER: 1

# INTRODUCTION

In the modern time plentiful people are using mobile devices all around the world. Mobile apps or mobile apps are computer programs or software applications intended to run on a mobile device such as a phone / tablet or watch. Originally designed for applications such as email, calendar and contact databases, millions of applications are now accessible in government demand for rapidly-caused applications such as mobile games, factory automation, GPS and location-based services, order tracking and ticket purchases, and many applications have been created for educational purposes through the Google Play Store. Google Play offers a variety of apps for studying distinct languages and topics.

## 1.1 Mobile Applications

Most mobile devices are marketed as pre-installed software with various applications includes a web browser, email client, calendar, mapping program, and music, other media, or more app purchasing applications. An normal uninstall method may remove some pre-installed applications, leaving more room for required applications to be stored. Where the software does not allow this, some systems may be rooted to remove unwanted applications.

## 1.2 Academic Mobile Applications

For scholarly purposes, many apps are accessible for download through simple web access. Due to the portability and availability of mobile phones, learning materials can be readily obtained.

Some apps for teaching are accessible on the internet free of charge and some are paid. These paid apps are Amazon Kindle, Coursera, Duolingo, Khan Academy, etc. User fees are charged for using apps. Obviously, paid apps lead in greater average income per download, have a greater perceived value, and consumers are usually more faithful to the apps they pay for.

Free internet apps are accessible free of charge. Users use more to download and some of them are generally used for scholarly reasons. In free apps, BYJU 'S, myCBSEguide, Shala

Mitra, Unacademy, Vision etc. are examples of free apps. They are free to access the application and don't charge users.

## 1.3 Types of Applications

There are mainly three kinds of apps.

### 1.3.1 Native apps:

All applications specific to the mobile platform are known as indigenous applications.

Therefore, an app designed for Apple phone will never be launched in Android phones. For this reason, most businesses are developing multi-platform applications. Professionals integrate best-in-class user interface modules while developing indigenous applications. This adds to enhanced user experience, efficiency and consistency. Users also benefit from wider access to APIs and use without limitations all apps from the device. They also switch easily from app to app. The primary aim behind these apps is to deliver the highest output for particular mobile operating system.

### 1.3.2 Hybrid apps:

A mixture of indigenous and web-based applications is the concept of hybrid applications. It includes applications that have been created using Xamarin, React Native, Sencha Touch and other similar technology.

These are produced to support internet and indigenous techniques across various platforms, hence the name hybrid. Furthermore, developing these applications is simpler and quicker. It includes the use of single code in various mobile operating systems.

### 1.3.3 Web-based apps:

These applications are rendered in HTML5, CSS or JavaScript. For adequate conduct and user experience, this group of applications needs a powerful internet connection.

By default, these apps capture minimal memory space in user devices compared to native and hybrid apps. As all personal databases are stored on internet servers, users can use the internet to collect from any device their desired data.

## 1.4 About Academic Applications

### BYJU's APP:

It mainly provides students from classes 4 to 12 (primary to high school) with educational content. The company trains Indian learners for tests like IIT-JEE, NEET, CAT, IAS, and worldwide tests like GRE and GMAT.The main focus is on math and science, explaining thoughts using 12-20 minute digital animation videos. The app seeks to adapt the content provided to the individual student's learning speed and style.

### UNACADEMY:

Unacademy claims to be India's biggest free online learning platform that enables teachers to develop classes on multiple topics using Unacademy's app, including exclusive content for multiple competitive examinations. Unacademy teachers are either students who have passed different tests or mentors with experience in teaching.

### MyCBSEguide:

MyCBSEguide provides a complete learning solution for CBSE students. We provide study material for CBSE classes 3 to 12 covering almost all popular subjects. MyCBSEguide is a complete guide for students of CBSE. It provides CBSE sample documents, CBSE practice documents, CBSE test documents, NCERT solutions, NCERT sample solutions, review notes, internet MCQ testing and homework assistance. It offers solutions to the web-based education scheme and develops software e-learning products for the virtual education sector in India. The material in myCBSEguide was prepared by teachers with more than 10 years of teaching experience in CBSE classrooms.

### Wolfram Alpha:

Only solid, computational fact-based query results can be delivered by Wolfram Alpha, not social science queries, cultural studies, or even many historical problems where more subtlety and complexity are required. It can answer questions based on facts like "Where was Dr. R.S Ranganathan born?" or more difficult questions like "How old was Melville Dewey in 1931?" Wolfram Alpha will not answer questions requiring a narrative response such as "What is

the distinction between the Julian calendar and the Gregorian calendar?" but will answer factual or computational questions such as "June 1 in Julian calendar."

## Duolingo:

Duolingo is a platform that includes a language teaching website and app as well as a digital language skills test. The website and the app is free. Moreover, for a fee, Duolingo offers a premium service. One of Duolingo's benefits over other language-learning apps is the way it utilizes the ' gamification ' idea. Duolingo introduces the classes in a manner that makes it feel like you're just playing a game.

## Quizlet:

Quizlet is a portable research software based on the web that allows students to use learning tools and games to study information. Two-thirds of high school students and half of university students are currently using it. Quizlet utilizes flashcards to train students and various trials and games. Quizlet enables registered users to produce terms and definitions adapted to their own needs. It is then possible to explore these circumstances in various research methods. Quizlet provides an API that allows others to access Quizlet data. Available features include uploading and downloading flashcards, changing user flashcards, and discovering definitions produced by Quizlet users.

## Amazon Kindle:

Amazon Kindle is one of the traditional teaching apps. The Amazon Kindle is an e-reader set designed and sold by Amazon. Amazon Kindle devices enable clients to access the Kindle Store via wireless networking to browse, buy, download and read e-books, newspapers, magazines and other digital media. The service has numerous reference guides, book manuals, books of self-help, textbooks, etc. Amazon has also introduced Kindle apps that can be used on various systems and platforms, including Microsoft Windows, MacOS, Android, iOS, BlackBerry 10 and Windows Phone Amazon also has a cloud reader that allows users to read e-books using modern internet browsers. Amazon also has a cloud reader that allows users to read e-books using modern internet browsers.

## Khan Academy:

Khan Academy is a non-profit internet learner education instrument. The organization produces short courses of video. It also includes on its website extra training exercises and equipment for educators. For website users, all resources are free of charge. The website and its content can be accessed mainly in English, but also in other languages.

## 1.5 Development of Mobile Applications:

Mobile application development requires the use of specialized integrated development environments. In the development setting, mobile applications are originally developed using emulators and then tested in the field. Emulators provide an affordable way of testing developer-friendly mobile phone applications.

## 1.6 Statement of Problem:

The problem of the study is **"Use of Mobile Applications for Academic Purpose among the Research Scholars of Babasaheb BhimraoAmbedkar University Lucknow: A Study"**

## 1.7 Scope and Limitation:

This study is confined/ limited to **"Use of Mobile Applications for Academic Purpose among the Research Scholars of Babasaheb Bhimrao Ambedkar University, Lucknow: A Study"**
This study has been done for the knowledge of academic applications by research scholars only.

## 1.8 Objectives of Study:

- To know the usage of mobile applications for academic purpose by research scholars of Babasaheb Bhimrao Ambedkar University, Lucknow.
- To know the usefulness of mobile applications by Research scholars.
- To identify the purpose of usage of mobile application and type of mobile applications by Research scholars.
- To identify the problems are being faced by the Research scholars while using the mobile applications.
- To find out the user satisfaction while using mobile applications by Research scholars.

- To suggest measure for popularization of usage of mobile applications by Research scholars.
- **1.9 Hypotheses of the study:**

  H.1 Most of the research scholars use the mobile applications.

  H.2 Most of the research scholars face problem while using the mobile applications.

  H.3 Most of the research scholars have some purpose for using the mobile applications

  H.4 Most of the research scholars are satisfied by the mobile applications.

## 1.10 Research Methodology:

The research is based on technique of survey (questionnaire). A comprehensive and well-structured questionnaire was intended to obtain information from the use of mobile apps for educational purposes in study academics. When study scholars are introduced to mobile apps through professional development, which apps are selected for researchers ' use.

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# CHAPTER- 2

# REVIEW OF LITERATURE

## 2.1 Introduction:

The evaluation of the literature helps to understand the meaning, context and present state of the subject selected for the study job. It allows the investigator to organize his study job properly. Reviewing the subject and the latest literature is therefore crucial. In any precious research suitable in a field of research. Appropriate and up-to-date understanding of the work of the investigator in the field of his / her studies is required.

The literature on studies using mobile apps is scarce. Digital literacy phenomena in contemporary times need to be promoted and distributed to learners of all ages. Thus, the awareness of digital literacy among learners needs to be stressed by several elements associated to digital literacy.

## 2.2 Review of Literature:

The study is analyzed with the help of various statistical measures. This study has been a content analysis based on the academic mobile applications. The data is collected from the BBAU research scholars.

**Slimani (2018)** examine that many mobile apps enable their customers to track certain parameters of their health (heart rate, time spent in fitness, calories burned during certain kinds of exercises, etc.) and motivate them to participate in indoor or outdoor daily exercise operations.

**Gangaiamaran** & **Pasupathi (2017**) Conducted a mobile app classification survey based on main, secondary and tertiary apprentices. They also explored the design, technique, theory and pedagogical characteristics underpinning the present mobile applications.As these applications were used to develop learners ' linguistic abilities, they proposed that the focus should be on acquiring language abilities such as listening, talking, reading and writing abilities through mobile technology. They discovered that more than other language abilities, listening abilities are better obtained through applications.

**Ali (2017)** Researched the mobile device used in the learning process of students.The poll was published for distribution among their learners to several educators from each faculty. It was also published on the Lahti UAS Yammer page where, if they were subscribed, all learners could see the connection in an email notification.

**Johnson & Rheadhakrishnan (2017)** Conducted the study's goal of using smartphones for scholarly purposes. After the research, they find out the outcome that smartphones ' educational use, benefits, and effect have been proven to be positive. this research was restricted to business school learners, and in future various colleges or communities may be aimed at investigating the academic use of smartphones or any other fresh devices that are yet to arrive.

**Shu (2017)** Review that two distinct live versions and test versions have been duplicated live version is for government user use, test version is for inner team creating fresh features or updating existing features. they said that this live version is capable of gathering user reaction status and reporting user position anonymously. Due application will update content in Adventure Tracks and Citizen Science, so users will receive the recent application information.

**Tunali & Zafer (2016)** Several common mobile application development tools, namely PhoneGap / Cordova, Xamarin, Appcelerator Titanium, and Smartface App Studio, have been elaborately compared.From distinct views such as ease and development costs, we provide a pragmatic comparison including programming language and tool support, end-product capacity and efficiency, safety, and community support.

**Suganya & Shanthial (2015)** Driven mobile cloud applications remove computing energy and data storage from mobile devices and are processed via a wireless or radio connection in centralized cloud computing systems.MCC integrates cloud computing into the mobile setting and overcomes performance and security-related barriers.

**Qi & Gani (2015)** Examine the background and principle of MCC, features, latest research and future trends in studies. A short account on MCC's background: from mobile computing to cloud computing, followed by a debate on features and latest study. It then analyzes portable cloud computing's characteristics and infrastructure.

**Jooste, Rautenbach & Coetzee (2015)** Examine that the request for library access helps customers access their necessary data and queries without pcs or librarians, but through their android devices, saving time and energy.

**Hendriana (2015)** Examined that the scheme will be created in the studies the request can be used as an alternative media library catalog search form, search books, magazines, CDs, TA / Thesis, Journal, Proceedings, also online borrowing facilities, so after the internet borrowing member libraries can come to the library to pick up the book without waiting and waiting.

**Alqahtani & Mohammad (2015)** Reviewed the effect of mobile apps on student results and mobile learning satisfaction. This research directed at developing the Say Quran application and conducting experiments to confirm its user impact. The respondents were 170 students from the College of Computer Sciences and Information Systems who also studied the Holy Quran in collaboration with Religion Origins College.

**Ache & Schapendonk (2014)** Examined to cover various dimensions, ranging from mobility, sustainability, water management, and urban branding. Student visions are based on a lifestyle practice that links drivers to physical enablers, infrastructure systems, for behavioral modifications. While the visions described are primarily inward-looking, as they emphasize the region's spatial characteristics as a territorial unit, with the assistance of relational geographical thought, we lastly reflect on future visions.

**Inukollu, Keshamoni, Kang & Inukollu (2014)** Examine the mobile application produced using traditional stage development of life cycle software (Requirements, Design, Develop, Test, and Maintenance) and use UML, M-UML, and mobile apps.

**Delianidi, Papanikolaouy & Ilioudis (2014)** They created a mixed learning application for teaching a specified topic with a mobile enhanced reality. In mAR blended learning, the primary input of this job is to increase the topic of teaching using vibrant, internet material from popular sources. Thus, the material is continuously updated and the personalization methods used by search engines, such as the user profile and language, are used.

**Pastore (2014)** Thus, the material is continuously updated and the personalization methods used by search engines, such as the user profile and language, are used. there is very often a trade-off

between the development-related expenses requiring a lot of technical and programming abilities. Considering the business models provided by the main shops, the financial return is neither high nor guaranteed.

**Kilpatrick & Dostal (2014)** These instruments were used before and whiteboard to observe examined educators. Whiteboard program for transcribing student phrases using digital handwritten text and teacher was noted using Skype a web-based interface that enables people to make audio and video calls and use pet fish for classroom use as well as engaging their learners in research and decision-making. They investigated fish types, aquariums and extra fish care data. In this manner, using Skype permitted her learners to consider both what they were writing and why they were writing.

**Sharma (2013)** Examine that wireless access systems are about to reach their fourth generation (4 G) and 5 G mobile networks will concentrate on developing customer terminals where terminals will simultaneously have access to distinct wireless systems and combine distinct flows from distinct technologies.

**Xinogalos (2013)** Examine that the most significant cross-platform kinds of applications are web, hybrid, interpreted and produced applications. Second, main problems are described for each type of app and a comparative assessment is conducted to highlight each type's benefits and disadvantages**.** Third, taking into consideration the current status in the growth of cross-platform mobile apps, we define a promising cross-platform form of app and study its efficiency in practice.

**Syer (2013)** Review such applications by conducting three quantitative studies. First, they study differences in the size of desktop / server applications and mobile apps code bases and development teams. differences in the code, dependency and churn characteristics of the mobile apps of two distinct mobile platforms are then studied. Finally, the effect of size, coupling, cohesion and reuse of code on the quality of mobile apps is studied.

**Jonnalagadda (2012)** The objective of this research was to produce a SDSU Library Android application with all the characteristics that a user would frequently use when visiting the library website. It is a one-stop solution to get all the data, news, activities, floor-by-floormaps linked to the library, etc.

**Xinogalos, Psannis & Sifaleras (2012)** Examine the introduction of mobile cloud computing (MCC) as a prospective mobile service technology. MCC relates to an infrastructure where data storage and information processing are carried out outside the mobile device.

**Sansour, Kafri & Sabha (2011)** Conducted frameworks for mobile applications are also a major problem to be discussed. The concentration will be on the cross-platform settings (instruments) as the most significant market statistics apps have resulted.

**Parhizkar, Bakka, Pandor, Christian, Jubair & Lashkari (2010)** Examine the capacity of a mobile phone to help navigation systems and strong operating systems to explore the newly introduced Augmented Reality technology and its navigation system implementation.

**Hulme (2008)** Reviewed that internet audio and video are not new but provided innovative and reliable generation data at that moment. Mobile phones have been shown to provide better schooling for students; scientists need to seem to consider how to use mobile phones to assist users and researchers ' academic purposes.

**Kukkonen & Kurkela (2003)** Examined that mobile application design should not be concerned with decreasing content and functionality, but with developing fresh, creative methods of using IT in location, time and user-sensitive contexts.

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# CHAPTER: 3

# BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY, LUCKNOW: A PROFILE

The present study has been conducted among the research scholars of BBAU, Lucknow. However, this chapter will elaborate the brief history, schools and department BBAU, LUCKNOW and Services of Central Library of BBAU, Lucknow.

## 3.1 Historical Backgrounds:

Babasaheb Bhimrao Ambedkar University, founded on January 10, 1996, is a central university. Its 250-acre peaceful campus is situated of Raebareli Road, Lucknow, called ' Vidya Vihar. The University is a residential university and is dedicated to developing in the field of higher education as a center of excellence.

This University is named after Dr. Babasaheb Bhimrao Ambedkar, the main architect of the Indian Constitution and a crusader champion against all types of injustice and discrimination who imagined a new India based on the noble values of justice, freedom, equality and brotherhood. University's uniqueness emanates from its fundamental philosophy, policies and programs outlined and enshrined in the University Act and Statutes.

The University has taken special measures to meet the instructional requirements of marginalized individuals, such as SC / ST societies, females and minorities, by reserving 50 percent entry seats for SC / ST applicants in all postgraduate and doctoral programs. The University campus is rapidly evolving and is already equipped with a variety of amenities, including Post Office, Bank, Electricity Substations, Student Hostels (Boys & Girls), Guest House, Health Care Unit, Staff Quarters, Computer Center, University Science Instrumentation Center, SC / ST & Minority Coaching Center, Residential Coaching Academy, Placement Cell, Women Cell, SC / ST Cell, Legal Aid Clinic, Bus Shuttle Service, etc.

This University is the Post-Graduate and Research University and its primary objective is to foster professional studies, interdisciplinary studies, research and development activities With

the objectives set out above, the University has introduced its instructional programs with employment potential and applicable to the Indian Society's development. At the moment, we have 14 functional schools composed of the following functional departments, such as:

## School of Ambedkar Studies for Social Sciences:

The following departments function as follows under the Ambedkar School of Social Sciences:

- Department of History
- Department of Political Science
- Department of Sociology
- Department of Public Administration

## School of Life Sciences:

The following departments function as follows under the Life Sciences College:

- Department of Zoology
- Department of Bio Technology

## School for Information Science & Technology

Following departments function as follows under the Life Sciences College:

- Department of Information and Technology
- Department of Computer Science
- Department of Library & Information Science

## School of Environmental Science:

The following departments work as follows under the Environmental Science School:

- Department of Environmental Science

## School for Education:

Under the departments of education, the following functions:

- Department of Education

## School for Home Sciences:

The following department operates as follows under the Home Sciences School:

- Department of Human Development and Family Studies

## School for Legal Studies:

The following departments function as follows under the School of Legal Studies:

- Department of Human Rights
- Department of Law

## School for Management Studies:

The following department operates as follows under the management studies college:

- Department of Rural Management

## School of Physical & Decision Sciences:

Following departments at the School of Physical & Decision Sciences as follows:

- Department of Mathematics
- Department of Chemistry
- Department of Physics
- Department of Statistics

## School for Languages and Literature:

The following department operates as follows under the Language and Literature School:

- Department of Hindi

## School of Media and Communication:

The following department operates under the college as follows:

- Department of Mass Communication & Journalism

## School of Economics and Commerce:

The following department consists of the Ambedkar School for Social Sciences as follows:

- Department of Economics

## School of Agriculture Sciences & Technology:

Under the school of Agriculture Sciences & Technology following department functions as follows:

- Department of Horticulture

## School of Biomedical & Pharmaceutical Sciences:

The following departments function as follows under the Biomedical & Pharmaceutical Science School:

- Department of Pharmaceutical Sciences
- Department of Microbiology

## Other Departments/Centre/Institute:

- University Institute of Engineering and Technology(UIET)
- Centre for Industry Institution Partnership Program(CIIPP)
- Department of Social Exclusion and Inclusive Studies
- Centre for the Professional Development of Teacher Educators and Teacher Education Curricular
- Centre of Post Graduate Legal Studies

## 3.2 Gautam Buddha Central Library:

In January 1998, the Central Library was established in accordance with the vision and mission of Babasaheb Bhimrao Ambedkar University (BBAU) to promote comprehension and execution by efficiently disseminating knowledge and information. BBAU's Central Library has been named after Lord Gautam Buddha as the Gautam Buddha Central Library. LAC (Library Advisory Committee) governs the Library.

Library offers its user community with several facilities.

## Reprography or Xeroxing:

Library offers Xerox Services on a nominal cost of Rs.0.50/page at the library premises.

## Document Delivery Services (DDS):

Library supplied printed copies of papers requested by DDS users.

## New Arrival:

Library opened a fresh arrival book display section.

## Hindi Prakosth:

Library also expanded its services in the form of Hindi Prakosth, encouraging the use of Hindi book compilation.

## Circulation:

During hours of circulation, registered participants may borrow and return books from the circulation counter.

## Reading Room Facility:

Library offers its customers with reading space from 08:00 AM to 11:00 PM.

## Remote Access Facility:

Registered users can use their id / email and password to remotely access all of the subscribed internet resources, i.e. from home, campus and India via a single window system via the internet.

## OPAC:

The Library's Online Public Access Catalog (OPAC) provides access to a big amount of bibliographic documents in the Central Library through the Intranet and the Internet.

## REFERENCE

Babasaheb Bhimrao Ambedkar University, Lucknow (2019).Retrieved from www.bbau.ac.in accessed on date 04/04/2019

# CHAPTER - 4

# DATA ANALYSIS & INTERPRETATION

## 4.1 Introduction:

This chapter is intended to evaluate and interpret the collection of information into significant study results. Analyzing the research goals of this research is achieved. The section provides a short summary of mobile scholarly apps and explains why the present situation exists. Many academic applications on google play shop, such as amazon kindle, khan academy, tungsten alfa, etc.

## 4.2 Data Analysis:

After collecting information, the information will be evaluated. Data analysis needs a number of closely associated activities, such as establishment categories, applying these categories to raw information by coding, tabulating, drawing statistical inferences, and summarizing information to achieve responses to the research problem.

Using multiple statistical measures, the information gathered are evaluated. The hypotheses are made after evaluating the information test and reach generalizations and build a hypothesis. BBAU study academics took the information. The information were evaluated using the sheet Excel. Data collection techniques are different, but survey (questionnaire) has been used for the research.

## Table No 4.1 School Wise Responses

| S. No | Name of School | Departments | No of Researchers | No of Responses | (%) |
|---|---|---|---|---|---|
| 1 | School of Ambedkar Studies for Social Science | Department of History | 33 | 25 | 75.76% |
| | | Department of Political Science | 34 | 30 | 88.24% |
| | | Department of Sociology | 49 | 29 | 59.18% |
| 2 | School of Life Sciences | Department of Zoology | 24 | 19 | 79.17% |
| | | Department of Bio Technology | 15 | 10 | 66.67% |
| 3 | School for Information Science Technology | Department of Information and Technology | 18 | 15 | 83.33% |
| | | Department of Computer Science | 14 | 11 | 78.57% |
| | | Department of Library & Information Science | 30 | 29 | 96.67% |
| 4 | School of Environmental Science | Department of Environmental Science | 49 | 31 | 63.27% |
| 5 | School for Education | Department of Education | 16 | 10 | 62.50% |
| 6 | School for Home Sciences | Department of Human Development and Family Studies | 21 | 17 | 80.95% |
| 7 | School for Legal studies | Department of Human Rights | 20 | 15 | 75.00% |
| | | Department of Law | 23 | 19 | 82.61% |
| 8 | School for Languages and Literature | Department of Hindi | 11 | 9 | 81.82% |
| 9 | School for Management Studies | Department of Rural Management | 38 | 29 | 76.32% |
| 10 | School for Physical & Decision Sciences | Department of Mathematics | 11 | 9 | 81.82% |
| | | Department of Chemistry | 19 | 16 | 84.21% |
| | | Department of Physics | 25 | 18 | 72.00% |

| | | | | | |
|---|---|---|---|---|---|
| | | Department of Statistics | 14 | 11 | 78.57% |
| 11 | School of Media and Communication | Department of Mass Communication & Journalism | 29 | 19 | 65.52% |
| 12 | School of Economics and Commerce | Department of Economics | 41 | 30 | 73.17% |
| 13 | School of Agriculture Science & Technology | Department of Horticulture | 23 | 18 | 78.26% |
| 14 | School of Biomedical &Pharmaceutical Sciences | Department of Pharmaceutical Sciences | 18 | 12 | 66.67% |
| | | Department of Microbiology | 25 | 18 | 72.00% |

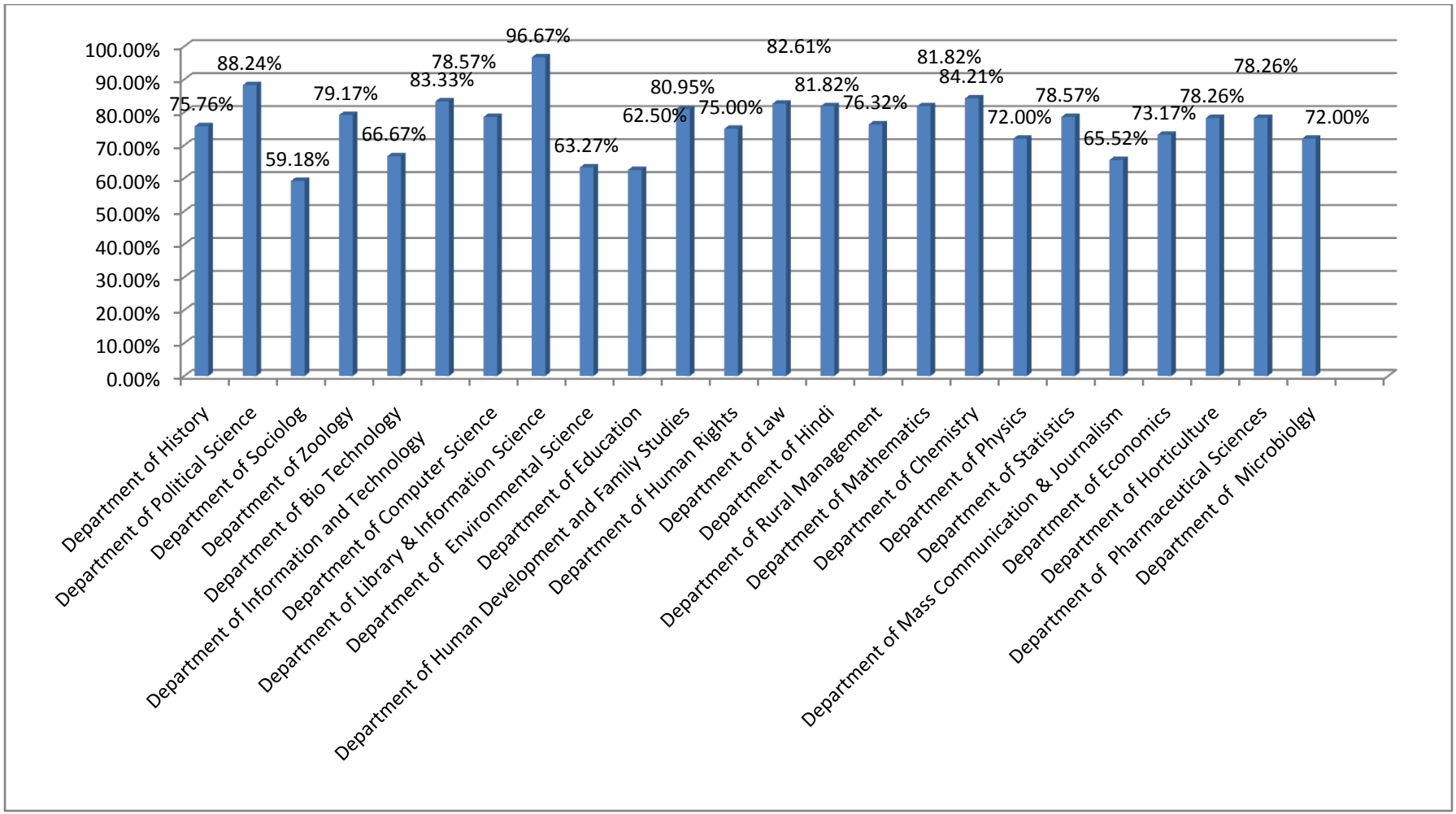
## Table 4 .2 Departments wise Responses

| S. No | Departments | No of Responses | Percentage (%) |
|---|---|---|---|
| 1. | Department of History | 25 | 75.76% |
| 2. | Department of Political Science | 30 | 88.24% |
| 3. | Department of Sociology | 29 | 59.18% |
| 4. | Department of Zoology | 19 | 79.17% |
| 5. | Department of Bio Technology | 10 | 66.67% |
| 6. | Department of Information and Technology | 15 | 83.33% |
| 7. | Department of Computer Science | 11 | 78.57% |
| 8. | Department of Library & Information Science | 29 | 96.67% |
| 9. | Department of Environmental Science | 31 | 63.27% |
| 10. | Department of Education | 10 | 62.50% |
| 11. | Department of Human Development and Family Studies | 17 | 80.95% |
| 12. | Department of Human Rights | 15 | 75.00% |
| 13. | Department of Law | 19 | 82.61% |
| 14. | Department of Hindi | 9 | 81.82% |
| 15. | Department of Rural Management | 29 | 76.32% |
| 16. | Department of Mathematics | 9 | 81.82% |
| 17. | Department of Chemistry | 16 | 84.21% |
| 18. | Department of Physics | 18 | 72.00% |

| | | | |
|---|---|---|---|
| 19. | Department of Statistics | 11 | 78.57% |
| 20. | Department of Mass Communication & Journalism | 19 | 65.52% |
| 21. | Department of Economics | 30 | 73.17% |
| 22. | Department of Horticulture | 18 | 78.26% |
| 23. | Department of Pharmaceutical Sciences | 12 | 78.26% |
| 24. | Department of Microbiology | 18 | 72.00% |

Table 4.2 shows that 75.76% respondents are from Department of History.88.24% respondents are from Department of Political Science. 59.18% respondents are from Department of Sociology. 79.17% respondents are from Department of Zoology. 66.67% respondents are from Department of Bio Technology. 83.33% respondents are from Department of Information and Technology. 78.57% respondents are from Department of Computer Science. 96.67% respondents are from Department of Library & Information Science, 63.27% respondents are from Department of Environmental Science. 62.50% respondents are from Department of Education. 80.95% respondents are from Department of Human Development and Family Studies, 75.00% respondents are from Department of Human Rights. 82.61%respondents are from Department of Law. 81.82%respondents are from Department of Hindi. 76.32% respondents are from Department of Rural Management. 81.82% respondents are from Department of Mathematics. 84.21% respondents are from Department of Chemistry. 72.00% respondents are from Department of Physics. 78.57% respondents are from Department of Statistics. 65.52% respondents are from Department of Mass Communication & Journalism. 73.17% respondents are from Department of Economics. 78.26% respondents Department of Horticulture are, 78.26% respondents are from Department of Pharmaceutical Sciences. 72.00% respondents are from Department of Microbiology.

**Figure No 4.1 Departments wise Responses**

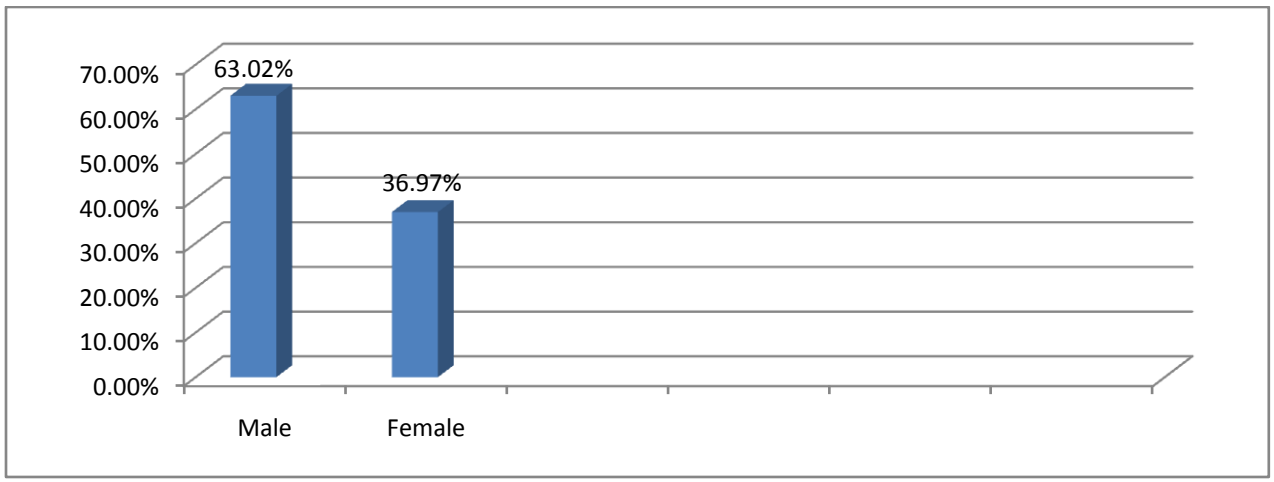


## Table No 4.3 Distribution of questionnaires

| Gender | No of Responses | Percentage (%) |
|---|---|---|
| Male | 271 | 63.02% |
| Female | 159 | 36.97% |

Table No 4.3 Indicate their frequency of distribution of questionnaires. The table shows that 271 respondents male and 159 respondents female. In other words 63.02% of users male and remaining 36.97% of users female.

## Figure No 4.2 Distribution of questionnaires




## Table No 4.4 Frequency of using types of Mobile Phone

| Frequency | No of Respondents | Percentage (%) |
|---|---|---|
| Basic mobile phone | 65 | 15.11% |
| Smartphone | 365 | 84.88% |
| Any others | 0 | 0% |

Table No 4.4 Indicate the mobile phone they consult for their daily life. The table shows that 65 respondents consult basic mobile phone, 365 respondents consult the use smartphone. In other words 15.11% respondents consult basic mobile phone and 84.88% respondents consult the use smartphone.

**Figure No 4.3 Frequency of using types of Mobile Phone**

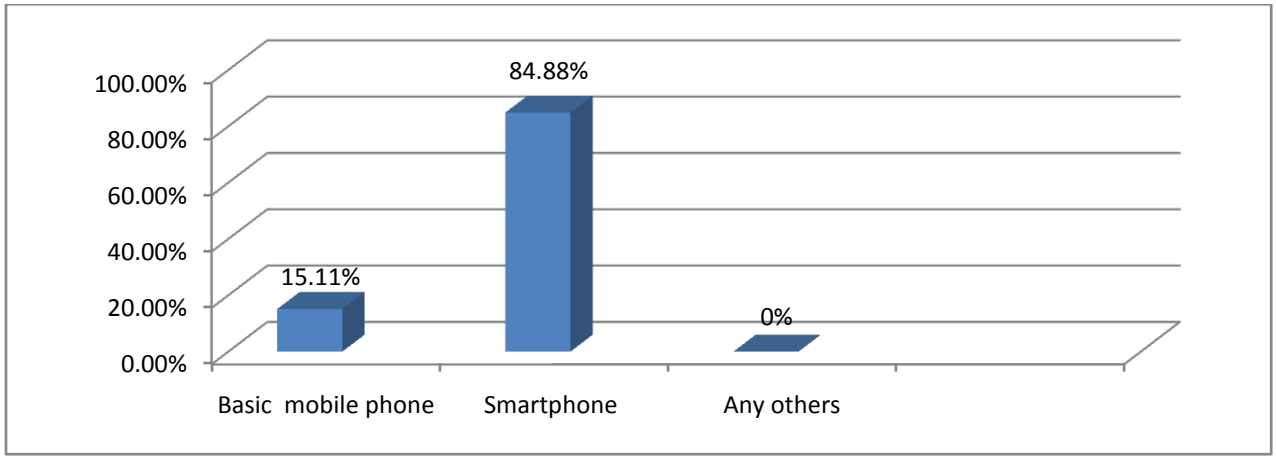



**Table No 4.5 Frequency of how long they have Use mobile phone**

| Frequency | No of Respondents | Percentage (%) |
|---|---|---|
| 1-3 Years | 70 | 16.27% |
| 4-6 Years | 204 | 47.44% |
| 7-9 Years | 87 | 20.23% |
| Above 9 Years | 69 | 16.04% |

Table No 4.5 Indicate their frequency of how long they have usage using mobile phone. The table shows that 70 respondents always use 1-3 years. 204 respondents use 4-6 years.87 respondents' use 7-9 years and 69 respondents use above 9 years. In other word 16.27% respondents use mobile phone 1-3 years always for their life 47.44% respondents use mobile phone 4-6 years.20.23%% respondents use 7-9 years and 16.04% respondents use above 9 years.

**Figure No 4.4 Frequency of how long they have Use mobile phone**

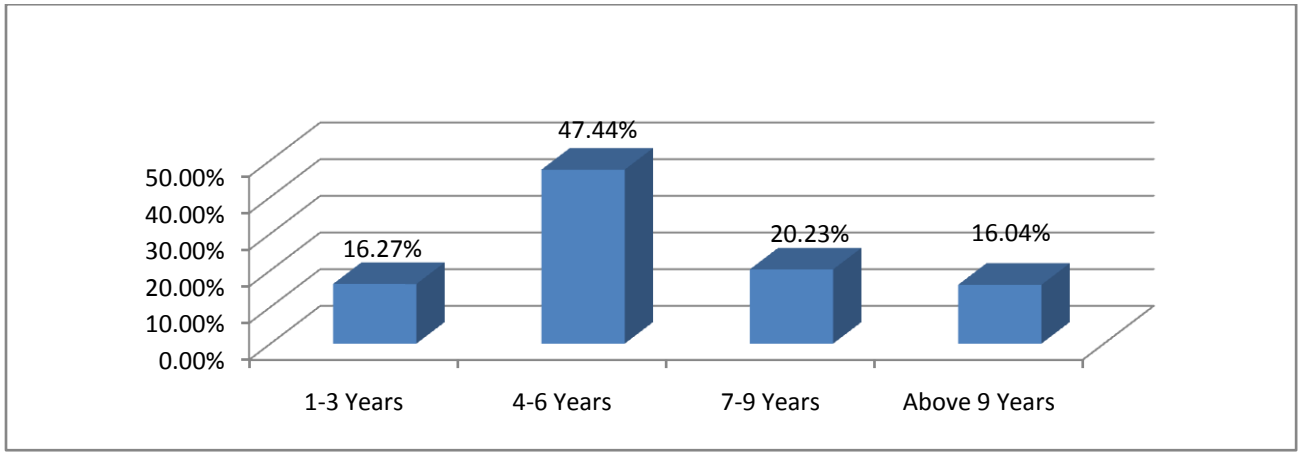



**Table No 4.6 Purpose of using Mobile Applications**

| Frequency | No of Respondents | Percentage (%) |
|---|---|---|
| Study | 180 | 41.86% |
| Entertainment | 209 | 48.60% |
| Business | 29 | 6.74% |
| Any others | 12 | 2.79% |

Table No 4.6 Indicate the purpose of use mobile applications. The table represents that 180 respondents use mobile application for study.209 respondents use mobile applications for entertainment. 29 respondents use mobile applications for business and 12 respondents use mobile applications for other purpose. In other words 41% respondents use mobile applications for study.48% respondents use mobile applications for entertainment.6% respondents use mobile application for business and 2% respondents use mobile application for other purpose.

**Figure No 4.5 Purpose of using Mobile Applications**

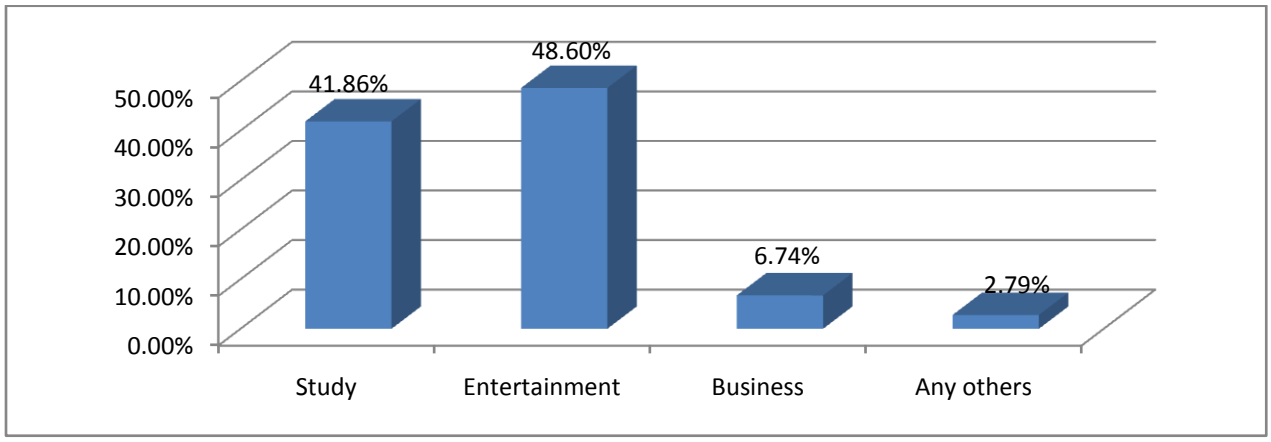



**Table No 4.7 Awareness of Academic Applications**

| No of Respondents | | Percentage (%) |
|---|---|---|
| **Yes** | 348 | 80.93% |
| **No** | 82 | 19.06% |

Table No 4.7 Indicate the awareness of academic applications. The table represents that 348 respondents aware of academic applications and 82 respondents not aware of academic applications. In other words 80.93% respondents aware of academic applications and 19.06% not aware of academic applications.

**Figure No 4.6 Awareness of Academic Applications**

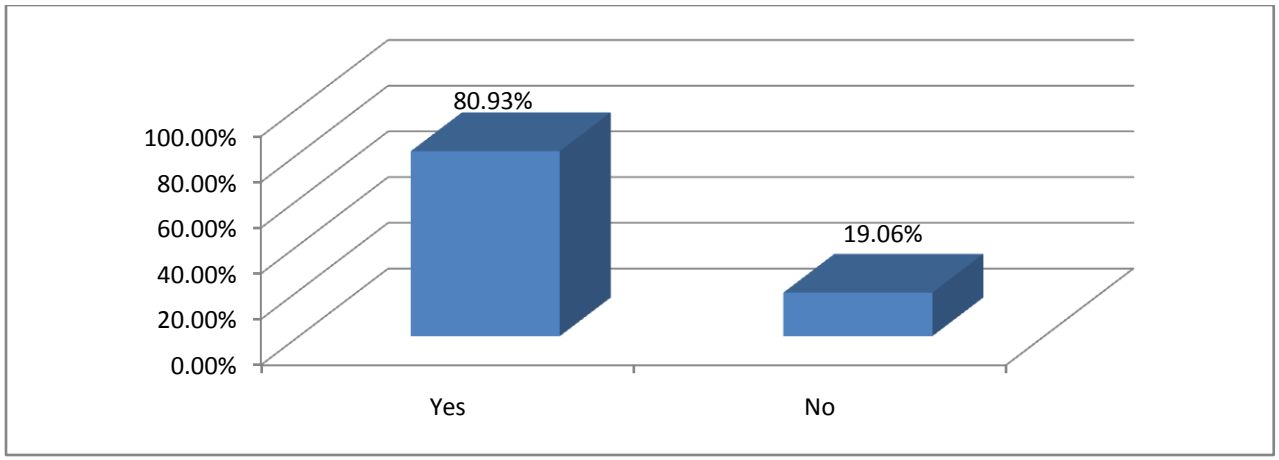



**Table No 4.8 Frequency of using Academic Applications**

| No of Applications | No of Respondents | Percentage (%) |
|---|---|---|
| Amazon Kindle | 175 | 40.69% |
| Khan Academy | 63 | 14.65% |
| Unacademy | 150 | 34.88% |
| Any Others | 42 | 9.76% |

Table No 4.8 Indicate the frequency of using academic applications. The table represents that 175 respondents use Amazon Kindle application for their study.63 respondents use Khan Acamemy.150 respondents use Uncademy and 42 respondents use other applications for their study. In other words 40.69% respondents used Amazon Kindle.14.65% respondents use Khan Academy.34.88% Unacademy. 9.76% respondents use other applications for their study.

**Figure No 4.7 Frequency of using Academic Applications**

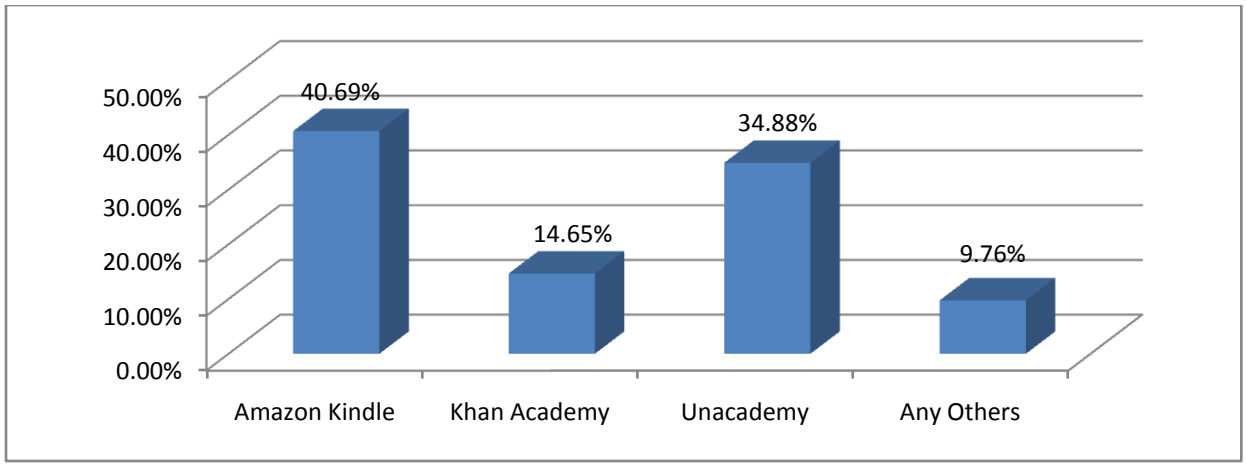



**Table No 4.9 Frequency of using Academic Applications in Mobile**

| | No of Respondents | Percentage (%) |
|---|---|---|
| **Yes** | 299 | 69.53% |
| **NO** | 131 | 30.46% |

Table No 4.9 Indicate the frequency of using academic applications in mobile. The table represents that 299 respondents use academic application in their mobile phone and 131 respondents not use mobile applications in their mobile. In other words 69% respondents use academic applications in their mobile and 30% respondents not use academic application in their mobile.

**Figure No 4.8 Frequency of using Academic Applications in Mobile**

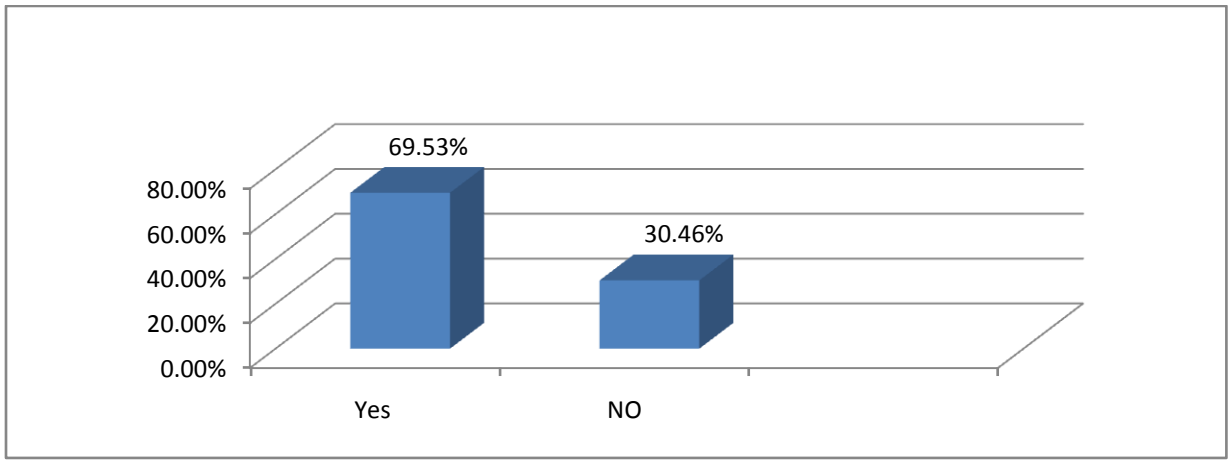



**Table No 4.10 Frequency of how many Academic Applications they are using in their Mobile**

| No of Respondents | | Percentage (%) |
|---|---|---|
| 0 | 91 | 21.16% |
| 1-5 | 268 | 62.32% |
| 6-10 | 71 | 16.51% |
| 11-15 | 0 | 0% |
| 16-12 | 0 | 0% |
| Above 20 | 0 | 0% |

Table No 4.10 Indicate the frequency of how many academic applications they are using in their mobile. The table shown that 91 respondents not use academic application in their mobile.268 respondent's use 1-5 academic application in their mobile.71 respondents use 6-10 academic

applications in their mobile. In other words 21.16% respondents not use academic application in their mobile.62.32% respondents use 1-5 academic application in their mobile.16.51% respondents use 6-10 academic application in their mobile.

**Figure No 4.9 Frequency of how many Academic Applications u they are sing in their Mobile**

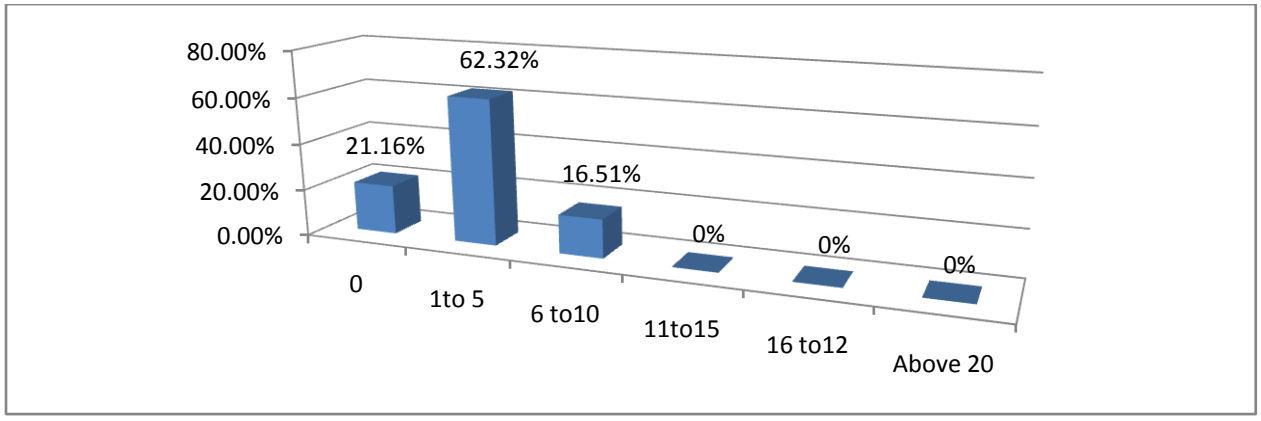



**Table No 4.11 Frequency of using Free Academic Applications are their Mobile**

| No of Respondents | | Percentage (%) |
|---|---|---|
| BYJU'S | 98 | 22.79% |
| Unacademy | 218 | 50.69% |
| MyCBSEguide | 86 | 20% |
| Any others | 28 | 6.51% |

Table No 4.11 Indicate the frequency of using free academic applications are their mobile. The above table shown that 98 respondents use BYJU'S academic application in their mobile.218 respondents use Unacademy application in their mobile.86 respondents use MyCBSEguide application in their mobile.28 respondents use other applications in their mobile. In other words

22.79% respondents use BYJU'S application in their mobile.50.69% respondents use Unacademy application in their mobile.20% respondents use MyCBSEguide application in their mobile and 6.51% respondents use other application in their mobile.

**Figure No 4.10 Frequency of using Free Academic Applications are their Mobile**

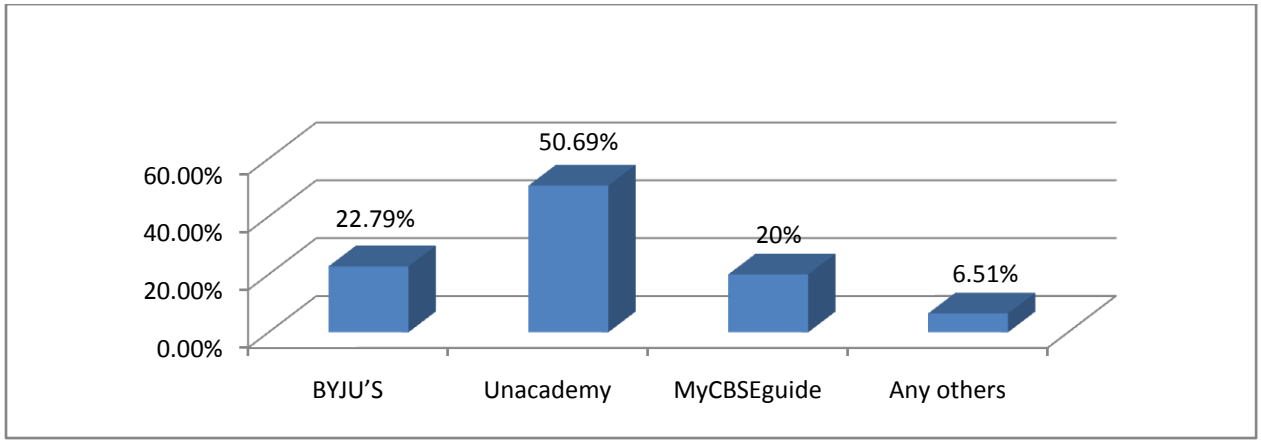



**Table No 4.12 Frequency of using Paid Academic Applications are their Mobile**

| No of Respondents | | Percentage(%) |
|---|---|---|
| Wolfram Alfa | 9 | 17.30% |
| Duolingo | 18 | 34.61% |
| Quizlet | 13 | 25% |
| Any others | 12 | 23.07% |

Table No 4.12 Indicate the frequency of using paid academic applications are their mobile. The table shows that 17.30% respondents use Wolfram Alfa application.34.61% respondents use Duolingo application. 25% respondents use Quizlet application and 23.07% respondents use other application in their mobile.

**Figure No 4.11 Frequency of using Paid Academic Applications are their Mobile**

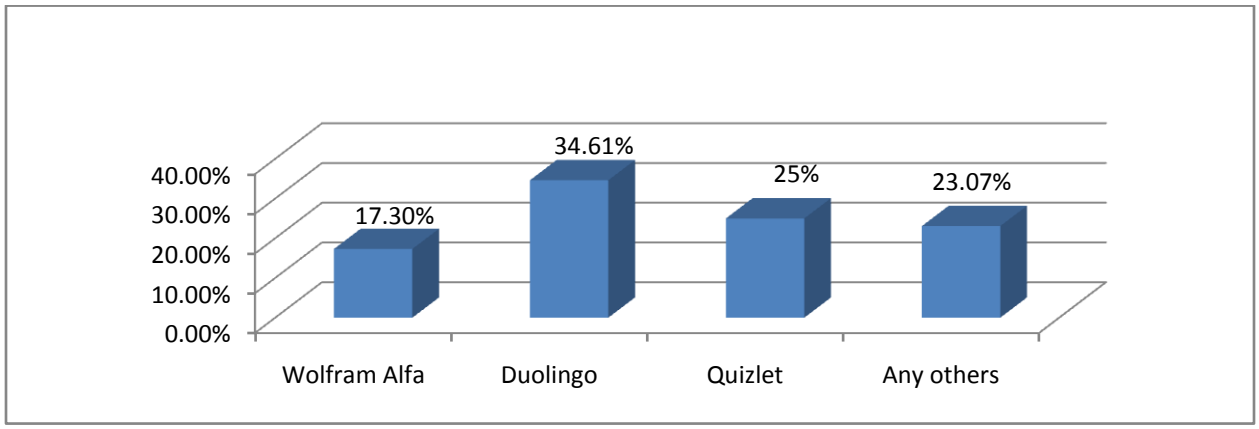



**Table No 4.13 Frequency of problems faced while using Academic Applications**

| | No of Respondents | Percentage (%) |
|---|---|---|
| Yes | 295 | 68.60% |
| No | 135 | 31.39% |

Table No 4.13 Indicate their frequency of problem face while using academic applications. The table shows that 295 respondents problems face while use academic application and 135 respondents has not problems face while use academic applications. In other words 68.60% respondents problem face while use academic applications and 31.39% respondents has not problems face while use academic applications.

**Figure No 4.12 Frequency of problems face while using Academic Applications**

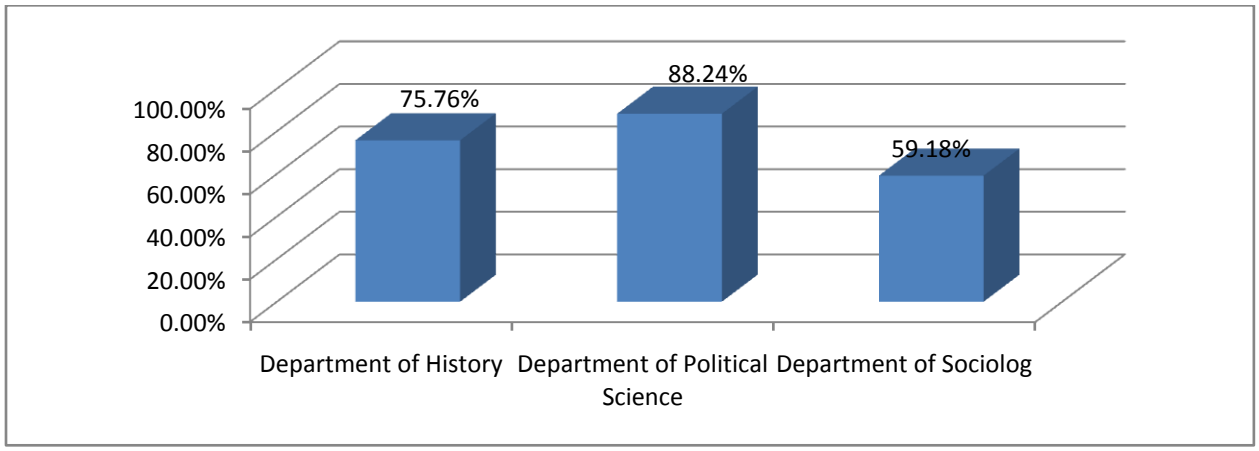



**Table No 4.14 Frequency of what are problems do faced while using Academic Applications**

| No of Respondents | | Percentage (%) |
|---|---|---|
| Slow internet | 122 | 28.37% |
| Slow download | 97 | 22.55% |
| Not compatible | 108 | 25.11% |
| More expensive | 103 | 23.95% |

Table No 4.14 Indicate their frequency of what are problem do face while using academic applications. The table shows that 122 respondents face problem of slow internet while using academic applications.97 respondents face problem of slow download.108 respondents face problem of not compatible and 103 respondents face problem of more expensive. In other words 28.37% respondents face problem of slow internet.22.55% respondents face problem of slow

download.25.11% respondents face problem of not compatible and 23.95% respondents face problem of more expensive while using academic applications.

**Figure No 4.13 Frequency of what are problems do face while using Academic Applications**

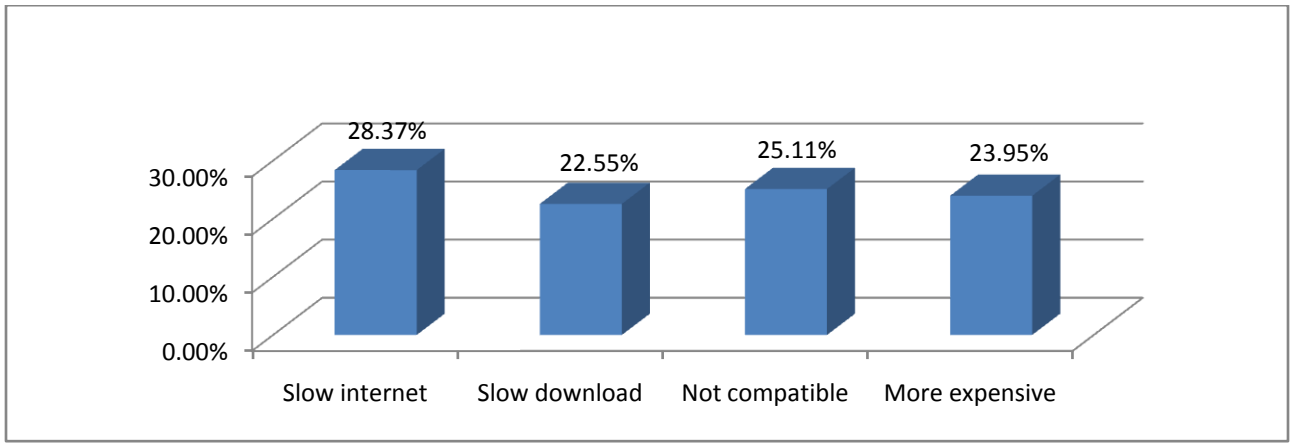



**Table No 4.15 Frequency of satisfied with Academic Applications**

| No of Respondents | | Percentage (%) |
|---|---|---|
| Yes | 255 | 59.30% |
| No | 175 | 40.69% |

Table No 4.15 Indicate their frequency of satisfied with academic applications. The table shows that 255 respondents satisfied with academic applications and 175 respondents not satisfied with academic applications. In other words 59.30% respondents satisfied with academic applications and 40.69% respondents not satisfied with academic applications.

**Figure No 4. 14 Frequency of satisfied with Academic Applications**

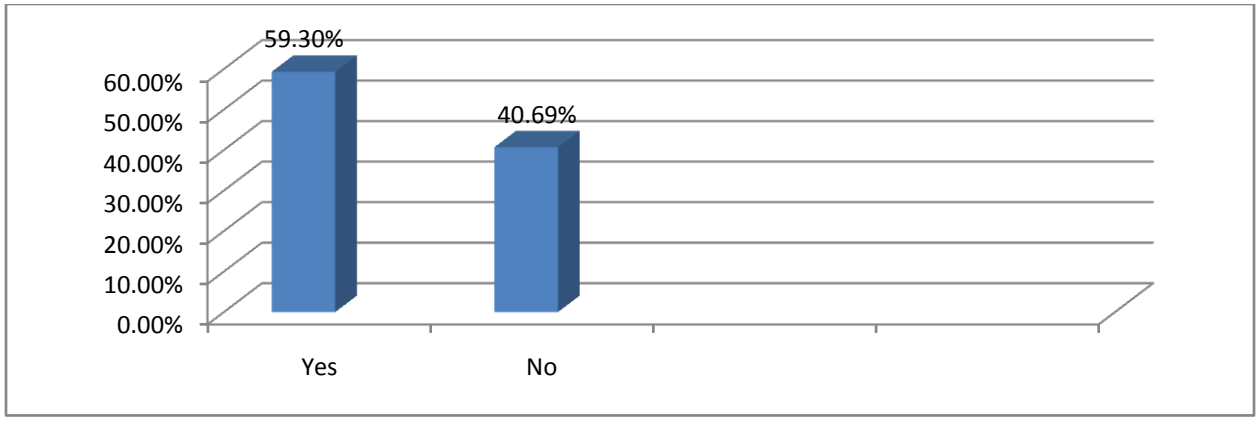



**Table No 4.16 Frequency of not satisfied with Academic Applications**

| No of Respondents | | Percentage (%) |
|---|---|---|
| Downloading | 202 | 46.97% |
| Not compatible | 98 | 22.79% |
| More expensive | 109 | 25.34% |
| Any others | 21 | 4.88% |

Table No 4.16 Indicate their frequency of not satisfied with academic applications. The table shows that 202 respondents not satisfied of downloading.98 respondents not compatible.109 respondents not satisfied of more expensive and 21 respondents other face problem of while using academic applications. In other words 46.97% respondents not satisfied of downloading. 22.79% respondents not compatible. 25.34% respondents not satisfied of more expensive and 4.88% respondents not satisfied of other purpose of while using of academic applications.

**Figure No 4.15 Frequency of not satisfied with Academic Applications**

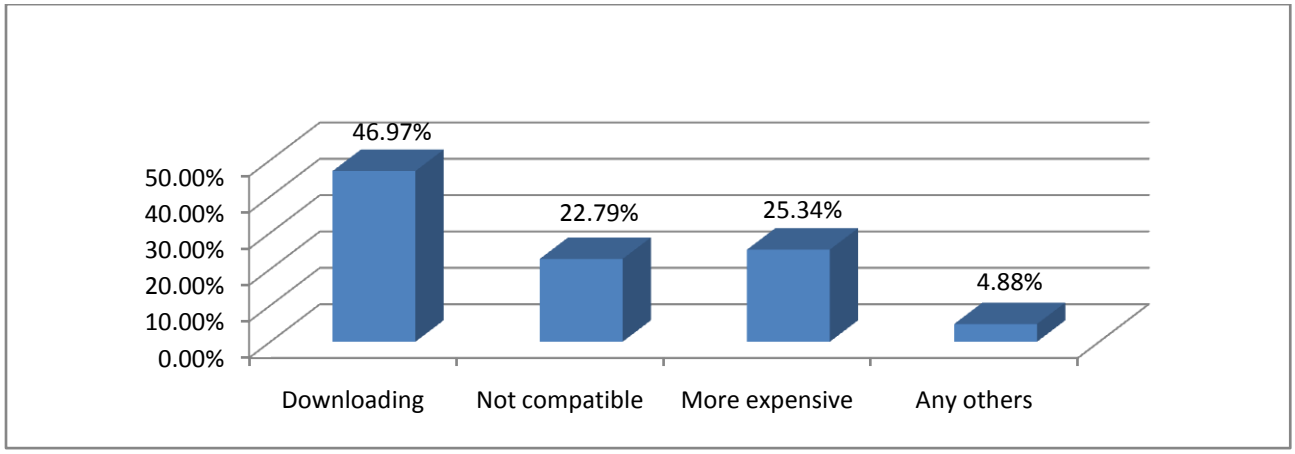



**Table No 4.17 Frequency of how do access Academic Applications**

| No of Respondents | | Percentage (%) |
|---|---|---|
| Mobile Data | 256 | 59.53% |
| Wi-fi | 164 | 38.13% |
| LAN/WAN | 10 | 2.32% |
| Any others | 0 | 0% |

Table No 4.17 Indicate their frequency of how do access academic applications. The table shows that 256 respondents access academic application of mobile data. 164 respondents access academic application of Wi-fi.10 respondents access academic application of LAN/WAN. In other words 59.53% respondents access academic application of mobile data. 38.13% respondents access academic application of Wi-fi and 2.32% respondents access academic application LAN/WAN.

**Figure No 4.16 Frequency of how do access Academic Applications**

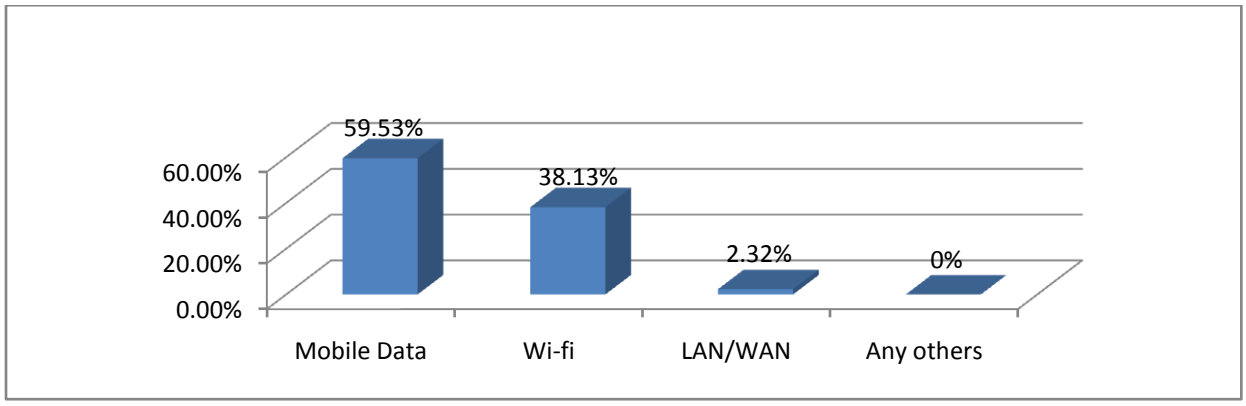



**Table No 4.18 Frequency of undergone any Application developing course**

| No of Respondents | | Percentage (%) |
|---|---|---|
| Yes | 65 | 15.11% |
| No | 365 | 84.88% |

Table No 4.18 Indicate their frequency of undergone any application developing course. The table shows that 65 respondents undergone through any application course and 365 respondents have not undergone through any application developing course. In other words 15.11% respondents undergone through any application course and 84.88% respondents have not undergone through any application developing course.

**Figure No 4.17 Frequency of undergone any Application developing course**

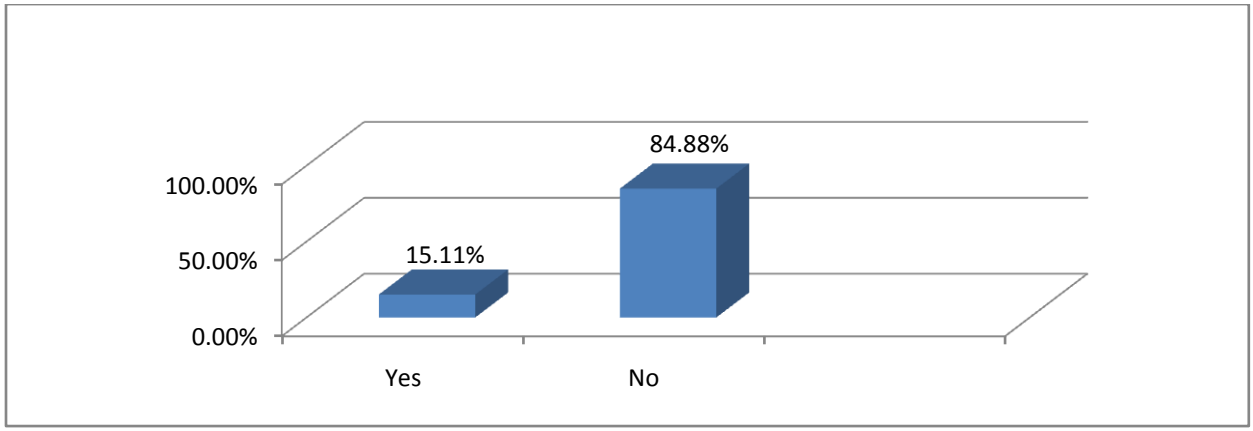



**Table No 4.19 Perceptions towards the Academic Applications**

| | **Good** | **(%)** | **Fair** | **(%)** | **Poor** | **(%)** |
|---|---|---|---|---|---|---|
| Downloading | 189 | 43.95% | 98 | 22.79% | 129 | 30.00% |
| Developing | 71 | 16.51% | 136 | 31.62% | 114 | 26.51% |
| Sharing | 81 | 18.83% | 108 | 25.11% | 89 | 20.69% |
| Updating | 89 | 20.69% | 88 | 20.46% | 98 | 22.79% |

Table No 4.19 Indicate their perceptions towards the academic applications. The table shows that 189 respondents understand that downloading application is good,98 respondents understand that downloading application is fair,129 respondents understand that downloading application is poor.71 respondents understand that Developing application is good,136 respondents understand that Developing application is fair,114 respondents understand that Developing application is poor,81 respondents understand that Sharing application is good,108 respondents understand that Sharing application is fair,89 respondents understand that Sharing application is poor.89

respondents understand that Updating application is good,88 respondents understand that Updating application is fair,98 respondents understand that Updating application is poor. In other words 43.93% respondents understand that downloading application is good,22.79% respondents understand that downloading application is fair.30.00% respondents understand that downloading application is poor. 16.51% respondents understand that Developing application is good. 31.62 % respondents understand that Developing application is fair.26.51% respondents understand that Developing application is poor.18.83% respondents understand that Sharing application is good.25.11% respondents understand that Sharing application is fair.20.69% respondents understand that Sharing application is poor.20.69% respondents understand that Updating application is good.20.46% respondents understand that Updating application is fair 22.79 % respondents understand that Updating application is poor.

**Figure No 4.18 Perceptions towards the Academic Applications**

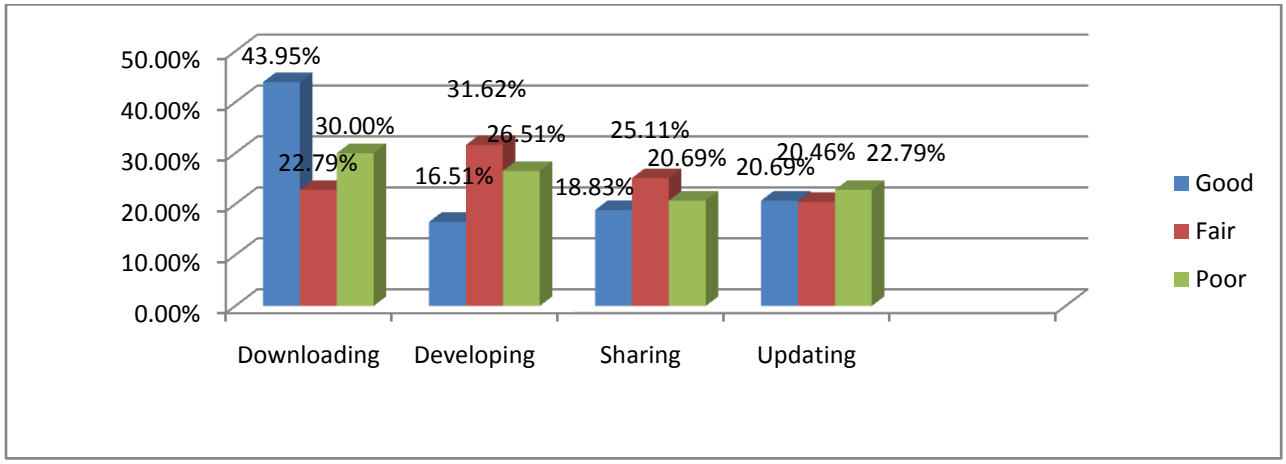



**Table No 4.20 Frequency of using Newspaper Application**

| | Yes | Percentage (%) | No | Percentage (%) |
|---|---|---|---|---|
| The Hindu | 116 | 26.97% | 98 | 22.79% |
| The Times of India | 129 | 30% | 96 | 22.32% |
| Hindustan Times | 97 | 22.55% | 115 | 26.74% |
| Any others | 88 | 20.46% | 121 | 28.13% |

Table No 4.20 Indicate their frequency of using newspaper application. The table shows that 116 respondents use the hindu newspaper application, 98 respondents not use The Hindu newspaper application.129 respondents use the time of India, 96 respondents not use The Times of India.97 respondents use hindustan times, 115 respondents not use hindustan Times.88 respondents use other newspaper application, 121 respondents not use other newspaper application. In other words 26.97% respondents use The Hindu newspaper applications, 22.79% respondents not use The Hindu newspaper application.30.00% respondents use The Times of India. 22.32% respondents not use The Times of India newspaper application. 22.55% respondents use Hindustan Times, 26.74% respondents not use Hindustan Times newspaper application and 20.46% respondents use other newspaper application, 28.13% respondents not use other newspaper application.

**Figure No 4.19 Frequency of using Newspaper Application**

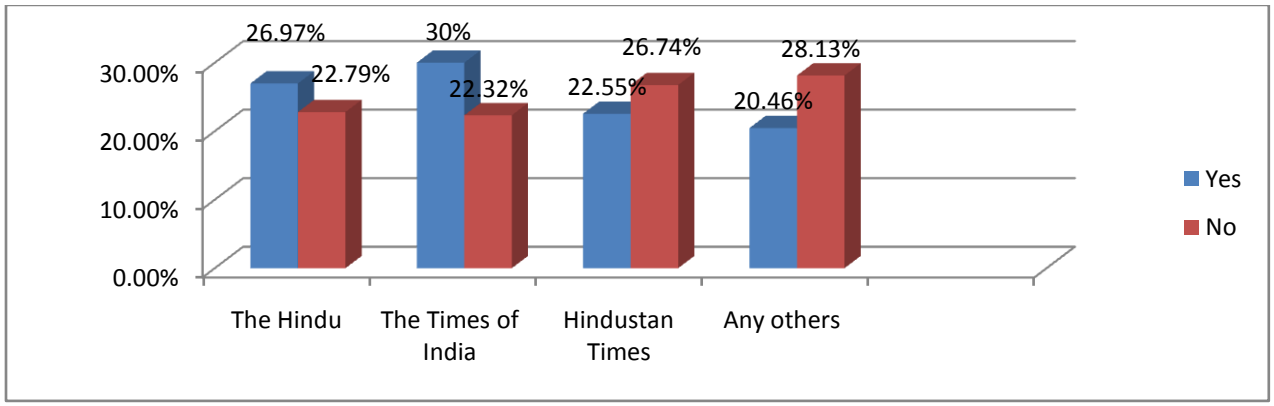
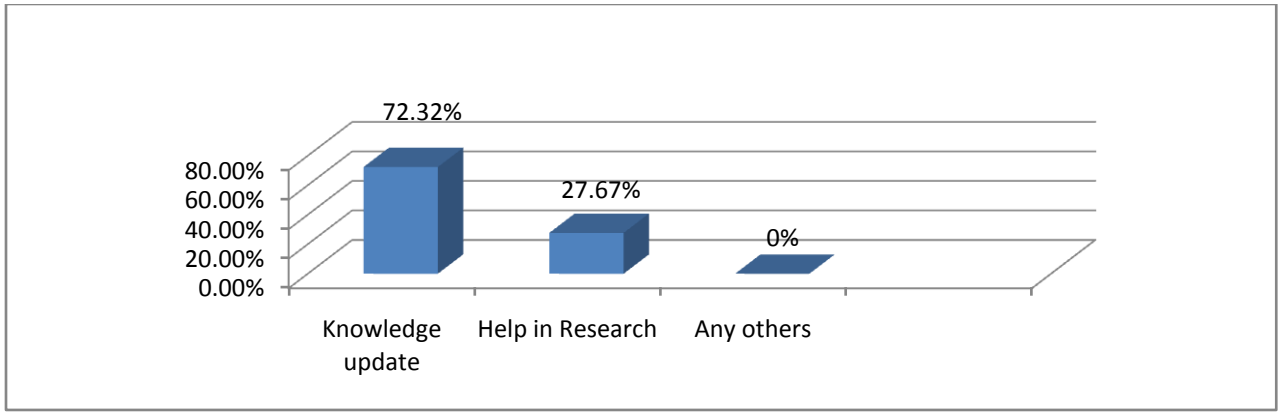



**Table No 4.21 Impact of Academic Applications on Research Scholars**

| | No of Respondents | Percentage (%) |
|---|---|---|
| Knowledge update | 311 | 72.32% |
| Help in Research | 119 | 27.67% |
| Any others | 0 | 0% |

Table No 4.21 Indicate their impact of Academic Applications on Research Scholars. The table shows that 311 respondents update their knowledge through academic application. 119 respondents use of academic application their help in research. In other words 72.32% respondents update their knowledge through academic application. 27.67% respondents use of academic application their help in research.

**Figure No 4.20 Impact of Academic Applications on Research Scholars**




## 4.3 Testing of Hypotheses:

**H1: Most of the research scholars use the mobile applications.**

Result; 278(77%) respondents are aware of academic applications and 80(22%) are not aware of academic applications. So this hypothesis has been proved and accepted.

**H2: Most of the research scholars have some purpose for using the mobile applications.**

Result; 140(36%) respondents are using mobile applications for study purpose. 199(52%) respondents are using mobile applications for entertainment purpose. 29(7%) respondents are using mobile application for business purpose and 12(3%) respondents are using mobile application for other purpose. So this hypothesis has been proved and accepted.

**H3: Most of the research scholars face problem while using the mobile applications.**

Result; 195(60%) respondents have facing problems while using academic applications and 127(39%) respondents have not facing problems while using academic applications. so this hypothesis has been accepted. So this hypothesis has been proved and accepted.

**H4: Most of the research scholars are satisfied by the mobile applications.**

Result; 205(68%) respondents are satisfy with academic applications and 93(31%) respondents are not satisfy with academic applications. So this hypothesis has been proved and accepted.

# CHAPTER: 5

# FINDINGS, CONCLUSION & SUGGESTIONS

Looking at the use of mobile apps for educational purposes, it was discovered that most scientists are conscious of academic apps and are using application in their studies and updating understanding.after the research, we find out that most researchers use scholarly apps in their education for a long time. The research is based on technique of survey (questionnaire) method. To collect information from the use of mobile apps for educational purposes in study academics, a comprehensive and well organized questionnaire was intended. When study scientists are brought by professional development to mobile apps, which apps are chosen for use by studies.

## 5.1 Major finding of the study:

- It is revealed from 15.11% respondents consult basic mobile phone and 84.88% respondents consult the use smartphone.
- It is revealed 16.27% respondents use mobile phone 1-3 years always for their life 47.44% respondents use mobile phone 4-6 years.20.23%% respondents use 7-9 years and 16.04% respondents use above 9 years.
- After the study it is revealed 41% respondents use mobile applications for study.48% respondents use mobile applications for entertainment.6% respondents use mobile application for business and 2% respondents use mobile application for other purpose.

- It is revealed 80.93% respondents aware of academic applications and 19.06% not aware of academic applications.
- It is revealed40.69% respondents used Amazon Kindle.14.65% respondents use Khan Academy.34.88% Unacademy. 9.76% respondents use other applications for their study.
- The study revealed that 69% respondents use academic applications in their mobile and 30% respondents not use academic application in their mobile
- The study revealed 21.16% respondents not use academic application in their mobile.62.32% respondents use 1-5 academic application in their mobile.16.51% respondents use 6-10 academic application in their mobile.
- It is revealed22.79% respondents use BYJU'S application in their mobile.50.69% respondents use Unacademy application in their mobile.20% respondents use MyCBSEguide application in their mobile and 6.51% respondents use other application in their mobile.
- It is revealed 22.55% respondents use Wolfram Alfa application in their mobile.46.02% respondents use Duolingo application in their mobile.18.13% respondents use Quizlet application in their mobile and 13.25% respondents use other application in their mobile in academic purpose.
- The study revealed that 68.60% respondents problem face while use academic applications and 31.39% respondents has not problems face while use academic applications.
- The study revealed that 28.37% respondents face problem of slow internet.22.55% respondents face problem of slow download.25.11% respondents face problem of not compatible and 23.95% respondents face problem of more expensive while using academic applications It is revealed 68% researchers satisfied with academic applications and 31% researchers not satisfied with academic applications
- After the study it is revealed that 59.30% respondents satisfied with academic applications and 40.69% respondents not satisfied with academic applications.
- It is46.97% respondents not satisfied of downloading. 22.79% respondents not compatible. 25.34% respondents not satisfied of more expensive and 4.88% respondents not satisfied of other purpose of while using of academic applications.

- After the study it is revealed that 15.11% respondents undergone through any application course and 84.88% respondents have not undergone through any application developing course.
- It is revealed 43.93% respondents understand that downloading application is good, 22.79% respondents understand that downloading application is fair.30.00% respondents understand that downloading application is poor. 16.51% respondents understand that developing application is good. 31.62 % respondents understand that Developing application is fair.26.51% respondents understand that Developing application is poor.18.83% respondents understand that Sharing application is good.25.11% respondents understand that Sharing application is fair.20.69% respondents understand that Sharing application is poor.20.69% respondents understand that Updating application is good.20.46% respondents understand that Updating application is fair 22.79 % respondents understand that Updating application is poor.
- After the study it is revealed 26.97% respondents use The Hindu newspaper applications, 22.79% respondents not use The Hindu newspaper application.30.00% respondents use The Times of India. 22.32% respondents not use The Times of India newspaper application. 22.55% respondents use Hindustan Times, 26.74% respondents not use Hindustan Times newspaper application and 20.46% respondents use other newspaper application, 28.13% respondents not use other newspaper application
- It is revealed 15.58 % respondents accept that our library have any academic application and 84.41% respondents not accept that our library have any academic application.
- The study revealed that72.32% respondents update their knowledge through academic application. 27.67% respondents use of academic application their help in research.

## 5.2 Conclusion:

The study conducted to know the use of mobile applications for academic purpose by researchers of BBAU, Lucknow.It is found that most research scholars are aware of academic mobile apps and few research scholars are unaware of any academic mobile apps. The majority of respondents use free academic mobile apps such as Amazon Kindle, Unacademy, Khan Academy, BYJU 'S and some respondents use paid academic apps on their mobile devices such as Duolingo, Quizlet, Wolfram Alfa. Majority of research scholars use free apps more than paid

apps. This study is also revealed that most of the researchers use mobile apps for entertainment purpose and study purpose. The results also discovered that most of the researchers aware of academic applications and some researchers not aware of academic applications. It depicted that majority of the researchers used Amazon Kindle and Unacademy. Most of the researchers use academic applications in their mobile.

About the free academic applications majority of the researchers used Unacademy application in their mobile. In paid academic applications most of the researchers used Duolingo application in their mobile. While using of academic applications researchers face problem of slow internet and they also accept academic applications were more expensive and most of the researchers not satisfied of downloading and not compatible. Many researchers access academic application of mobile data and Wi-fi. Most of researchers used academic applications for update their knowledge and help in research.

## 5.3 Suggestions:

In view of the analysis of data, findings, personal communication of the respondents of BBAU for the present study, the following suggestions are made on the basis of responses from the academic mobile applications.

- Library of university should provide academic apps freely for students to enhance their knowledge.
- Library should have application to distribute the users; it should have the department or perform development actively.
- Mobile apps have some knowledge base apps related to researches.
- A mobile apps should for updating new research related every specific area.
- Research apps must be most updated and free of cost so that everyone may access it properly.
- The education apps should be free of cost so that more users can use these apps which help them in developing knowledge.
- Academic apps having good content but their resources are not update with the new events. it should improve the quality of sharing or updating.

- Some apps are used only in English language so it available in Hindi and other language.
- It should be responsive design based which allow search features; social networking capabilities also provide ability to work offline.
- To provide more unpaid academic apps. that unpaid academic apps most related to competitive exams

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# QUESTIONNAIRE

Respected Sir/Madam

I am requesting you to kindly fill up this Questionnaire. The Entitled **'USEOF MOBILE APPLICATIONS FOR ACADEMIC PURPOSE AMONG RESEARCHSCHOLARS OF BABASAHEB BHIMRAO AMBEDKER UNIVERSITYLUCKNOW: A STUDY** The data provided by you will be kept confidential and used for research purpose only. I solicited your kind co-operation in this regards.

Thanking you.

Niharika Kumari
M.Phil Scholar
DLIS,BBAU,Lucknow

Name: ……

Gender

Male [ ] Female [ ]

Age:

Between 20-25 [ ] Between 25-30 [ ] Between 30-35 [ ] 35+ [ ]

Department…….....

Which course you are enrolled:

M.Phil [ ] PhD [ ] PDF [ ]

Email……

Mobile no: ……

Q 1.Do you use Mobile Phone?

Yes [ ] No [ ]

Q 2.If yes, which type of Mobile Phone do you have?

Basic mobile phone [ ] Smartphone [ ]Any other (please specify)……

Q 3.How long have you been using Mobile Phone?

1-3 Years [ ] 4-6 Years [ ] 7-9 Year [ ] Above 9 Years [ ]

Q 4.What is the purpose of using Mobile Apps?

Study [ ] Entertainment [ ] Business [ ] Any other (please specify)……

Q 5.Which type of Operating System does have your mobile?

Android [ ] Windows OS [ ] IOS [ ] Blackberry OS [ ]
Symbian OS [ ] Other [ ]

Q 6.Are you aware of Academic Apps?

Yes [ ] No [ ]

Q 7.If yes, please specify

Amazon Kindle [ ] Khan Academy [ ]

Unacademy [ ] Any other (please specify)……

Q 8.Do you use Academic Apps in your mobile?

Yes [ ] No [ ]

Q 9.How many Academic Applications are there in your mobile?

0 [ ] 1-5 [ ] 6-10 [ ] 11-15 [ ] 16-2 [ ] Above 20 [ ]

Q 10.Please specify the free Academic Apps that you use?

BYJU'S [ ] Unacademy [ ]

MyCBSEguide [ ] Any other (please specify)……

Q 11.Please specifies the paid Academic Apps that you use?

Wolfram Alfa [ ] Duoling [ ]

Quizlet [ ] Any other (please specify)……

Q 12.Do you face problems while using Academic Apps?

Yes [ ] No [ ]

Q12A. If yes, what are problems do you face while using Academic Apps?

Slow internet [ ] Slow download [ ]

Not compatible [ ] More expensive [ ]

Any other (please specify)……

Q 13.Are you satisfied with Academic Apps?

Yes [ ] No [ ]

Q 14.If no, please specify?

Downloading [ ] Not compatible [ ]

More expensive [ ] Any other (please specify)……

Q 15.How do you access Academic Apps?

Mobile Data [ ] Wi-Fi [ ] LAN/WAN [ ] Any other (please specify)……

Q 15.Have you undergone any application developing course?

Yes [ ] No [ ]

Q 16.What is perceptions towards the Academic Apps?

| | Good | Fair | Poor |
|---|---|---|---|
| Downloading | [ ] | [ ] | [ ] |
| Developing | [ ] | [ ] | [ ] |

Sharing [ ] [ ] [ ]

Updating [ ] [ ] [ ]

Q 17.Which Newspaper Apps do you use?

| | Yes | No |
|---|---|---|
| The Hindu | [ ] | [ ] |
| The Times of India | [ ] | [ ] |
| Kannada News | [ ] | [ ] |
| Hindustan Times | [ ] | [ ] |

Any other Please specify……

Q18.What is the impact of Academic Apps on research scholars?

Knowledge update [ ] help in research [ ] Any other Please specify……

Q 19. Please give your valuable suggestion to improve the mobile application services?

……

……

……

**Dated …….**