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FLUENCY AND FLEXIBILITY: FOR HIGHER EDUCATION STUDENTS AND TEACHERS OF RAJASTHAN

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Abstract

Education might be the biggest piece of victorious establishment to rise out of the modern age. twentieth century nations have prevailed for the clarification that they distinguished and used utilitarian methodologies for bearing and work of the inclusive community. The world is evolving. Progress makes us more marvelous. In today's illuminating methodology, progress isn't only an instrument, yet what's more a resource for getting to information. This paper manages the basic impact on imagination with instructional method through data and correspondence innovation apparatuses. Study technique for research has been utilized in this work, for which the calculations have been performed through chi-square test in measurable bundle for sociologies (SPSS). The results shows the basic impact of utilization of data and correspondence innovation apparatuses to improve innovativeness of the understudies

I. Introduction

Expanding concerns about advancing multiliteracy, tasteful affectability, and a basic workforce in future residents lead numerous craftsmanship instructors to a reconceptualization of workmanship instruction as Visual Culture Art Education (Duncum, 2004; Freedman, 2003). The utilization of advanced narrating to craftsmanship instruction offers gigantic potential for showing contemporary visual culture to the computerized era. Computerized narrating is "the cutting edge articulation of the old specialty of storytelling.... Computerized stories determine their force through weaving pictures, music, account what's more, voice together, along these lines giving profound measurement and distinctive shading to characters, circumstances, and experiences" (Digital Narrating Association, 2002, para. 1-2). Computerized narrating not just addresses craftsmanship instruction's present concerns

with visual culture, PC innovation, and interdisciplinary instructional method, yet in addition permits students to develop and apply their numerous education, imaginative, and basic abilities to offer voice to more prominent issues of significance to an around the world crowd. This article depicts the execution of an imaginative course in craftsmanship instruction innovation at the College of Houston that educates pre-and in-administration craftsmanship educators how to apply advanced narrating to craftsmanship training. Computerized narrating is an amazing what's more, applicable approach to show visual culture and workmanship in the period of computer innovation.

II. Literature Survey

Kaushilk P.D. et.al. (2004) elaborates the contribution of information technology for broad academic development. Two ongoing projects aim to provide information technology based services to rural population in India were discussed. *Devi L.P. et.al. (2008)* discusses about the relevance, challenges and radical change with the use of information and communication technology (ICT) in education. This paper presents the surveys in which the information and communication technology (ICT) develops a new horizon in learning environments for teachers and students *Kharade J. et.al. (2011)* discusses the digital divide scenario, various information and communication technology (ICT) initiatives and the major challenges and the key solutions in bridging the digital divide in India *Sikka P. (1991)* discusses the various strategies for the technology development in India keeping in view the ever increasing investments made in fields of education and scientific research in academics, industrial and research institutions. In conclusion author revealed that the country India has achieved self reliance in several areas and near self sufficiency in many others through the promotional measures adopted by the governments and the keen interest shown by the industry *Veeramacheneni B. et.al. (2008)* inspected the effect of new instructive innovations on India. The paper features the approach of information and communication technology (ICT) advances that have changed the educating and learning worldview in this country. *Jain R. (2007)* talks about the information and communication technology (ICT) instruction, its present situation and its future possibilities in India. *Ansari M.T.A et.al (2011)* attempted to recognize the job of data and correspondence innovation (ICT) and change in outlook in educator training. Some sure parts of this change, the help of data and correspondence innovation (ICT) in instructor schooling and a few difficulties before the advanced instructional method in educator training were talked about. Taking everything into account it is advanced that information and communication technology (ICT) in instructor training

opens up new and savvy approaches for stretching out the span of schooling to the remotest finding foundations and for proceeding with schooling programs. *Jarvela S. (2002)* inspected the nature of nonconcurrent cooperation in online conferencing among pre-administration instructors. The review joined nonconcurrent conferencing with friend and tutor coordinated effort to electronically understudy learning. Results call attention to various degrees of electronic conversation: more significant level, reformist, and lower-level conversation. An arrangement of classifications for investigation and gathering on Web Cases was affixed. The outcomes upheld the theory that more elevated level viewpoint taking was identified with more significant level conversation. *Kumar R. (2008)* tended to the assembly of information and communication technology (ICT) and schooling. This paper centers around the chances and difficulties that arise when two innovations combine. It clarifies the information and communication technology (ICT), schooling. *Maheshwari A. (2010)* discusses information and communication technology (ICT) as a boon for quality enhancement in teacher education. The various objectives regarding quality improvement with information and communication technology (ICT) were discussed. The three dimensions of education: Firstly, foundations, concepts, conceptual skills, Secondly, professional competence and maturity and finally the interpersonal skills, responsibility and accountability were discussed.

III. Data Collection and Analysis

Creativity analysis of perspective teachers and students of technical education of Rajasthan

Fluency: The analysis of fluency of the perspective teachers and students of technical education of Rajasthan shows that the 23% of the respondents of controlled group (n=85) come under the category of high achievers (HA), whereas only 10% of the respondents of uncontrolled group (n=237) come under the category of high achievers (HA).

Table 1.1 Chi-Square Crosstabulation of fluency of the perspective teachers and students of technical education of Rajasthan

			ACHIEVEMENT			
			1_HIGH	2_MEDIUM	3_LOW	Total
GROUP	CONTROLLED	Count	20	43	22	85
		Expected Count	12.1	31.4	41.4	85.0
	UNCONTROLLED	Count	26	76	135	237
		Expected Count	33.9	87.6	115.6	237.0
Total		Count	46	119	157	322
		Expected Count	46.0	119.0	157.0	322.0

Table 1.2 Chi-Square Analysis of fluency of the perspective teachers and students of technical education of Rajasthan

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.108[a]	2	.000
Likelihood Ratio	25.787	2	.000
N of Valid Cases	322		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 12.14.

The 50% of the respondents of controlled group come under the category of medium achievers (MA), and 32% of the respondents of uncontrolled group come under the category of medium achievers (MA). Only 25% of the respondents of controlled group come under the category of low achievers (LA), whereas 56% of the respondents of uncontrolled group come under the category of low achievers (LA). It is inferred from the computed results that the use of information and communication technologies (ICT) plays a key role in improving the Fluency of the perspective teachers and students of technical education of Rajasthan State.The calculated values of Chi-Square analysis (Chi-Square=25, Table Value=5 and df=2) has demonstrated that the use of information and communication technologies (ICT) has a significant effect on Fluency of the perspective teachers and students of technical education of Rajasthan State. Table 1.1 shows the crosstabulation of Fluency of the perspective teachers and students of technical education of Rajasthan State. Table 4.18 shows the results of Chi square analysis analyzed through statistical package for the social sciences (SPSS) 16.0. Figure 1.1 shows the bar chart indicating the response of High, Medium and Low achievement groups in Fluency of the perspective teachers and students of technical education for uncontrolled and controlled group of Rajasthan state. Figure 1.1 shows the graphical response of information and communication technology (ICT) on Fluency of perspective teachers and students of technical education of Rajasthan for controlled and uncontrolled group comprising of 85 and 237 students respectively.

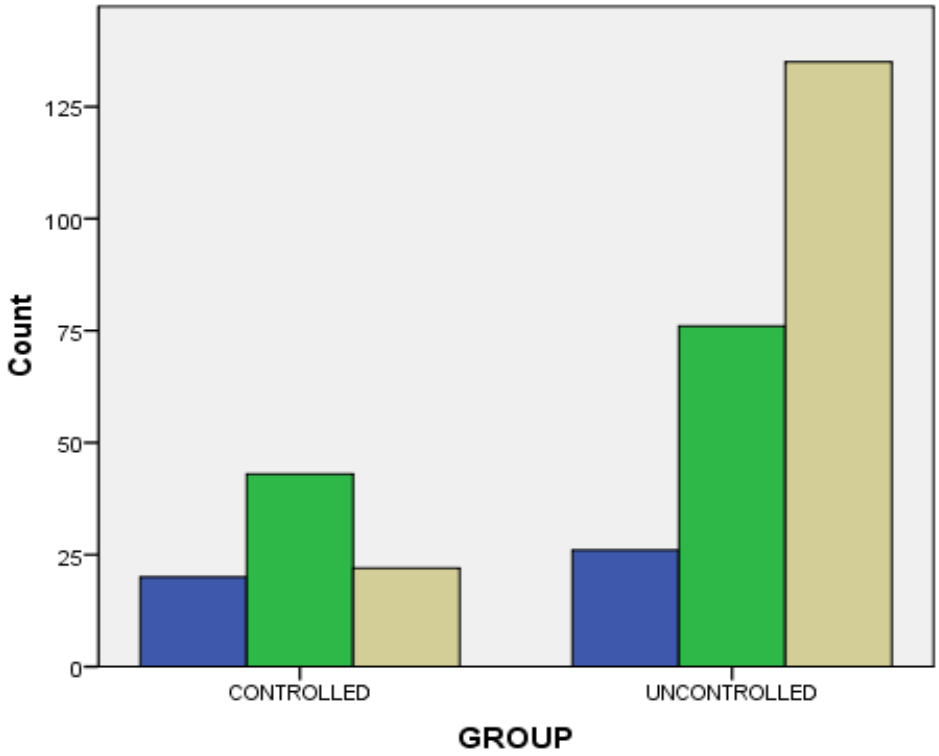

Figure 1.1 Bar Chart of fluency of the perspective teachers and students of technical education of Rajasthan

It is inferred from the bar chart that 20 students came under the category of high achievers (HA), 43 students came under the category of medium achievers (MA) and 22 students came under the category of low achievers (LA) out of 85 students of controlled group comprising of perspective teachers and students of technical education of Rajasthan. On the divergent side, 26 students came under the category of high achievers (HA), 76 students came under the category of medium achievers (MA) and 135 students came under the category of low achievers (LA) out of 237 students of uncontrolled group comprising of perspective teachers and students of technical education of Rajasthan.

Flexibility: The analysis of flexibility of the perspective teachers and students of technical education of Rajasthan shows that the 41% of the respondents of controlled group (n=85) come under the category of high achievers (HA), whereas only 13% of the respondents of uncontrolled group (n=237) come under the category of high achievers (HA).

Table 1.3 Chi-Square Crosstabulation of flexibility of the perspective teachers and students of technical education of Rajasthan

			ACHIEVEMENT			
			1_HIGH	2_MEDIUM	3_LOW	Total
GROUP	CONTROLLED	Count	35	25	25	85
		Expected Count	17.7	25.1	42.2	85.0
	UNCONTROLLED	Count	32	70	135	237
		Expected Count	49.3	69.9	117.8	237.0
Total		Count	67	95	160	322
		Expected Count	67.0	95.0	160.0	322.0

Table 1.4 Chi-Square Analysis of flexibility of the perspective teachers and students of technical education of Rajasthan

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.584[a]	2	.000
Likelihood Ratio	30.762	2	.000
N of Valid Cases	322		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 17.69.

The 29% of the respondents of controlled group come under the category of medium achievers (MA), and 29% of the respondents of uncontrolled group come under the category of medium achievers (MA). Only 29% of the respondents of controlled group come under the category of low achievers (LA), whereas 56% of the respondents of uncontrolled group come under the category of low achievers (LA). It is inferred from the computed results that the use of information and communication technologies (ICT) plays a key role in improving the Flexibility of the perspective teachers and students of technical education of Rajasthan State. The calculated values of Chi-Square analysis (Chi-Square=32, Table Value=5 and df=2) has demonstrated that the use of information and communication technologies (ICT) has a significant effect on Flexibility of the perspective teachers and students of technical education of Rajasthan State. Table 4.19 shows the crosstabulation of Flexibility of the perspective teachers and students of technical education of Rajasthan State. Table 1.4 shows the results of Chi square analysis analyzed through statistical package for the social sciences (SPSS) 16.0. Figure 1.2 shows the bar chart indicating the response of High, Medium and Low achievement groups in Flexibility of the perspective teachers and students of technical education for uncontrolled and controlled group of Rajasthan state. Figure 1.2 shows the graphical response of information and communication technology (ICT) on Flexibility of

perspective teachers and students of technical education of Rajasthan for controlled and uncontrolled group comprising of 85 and 237 students respectively.

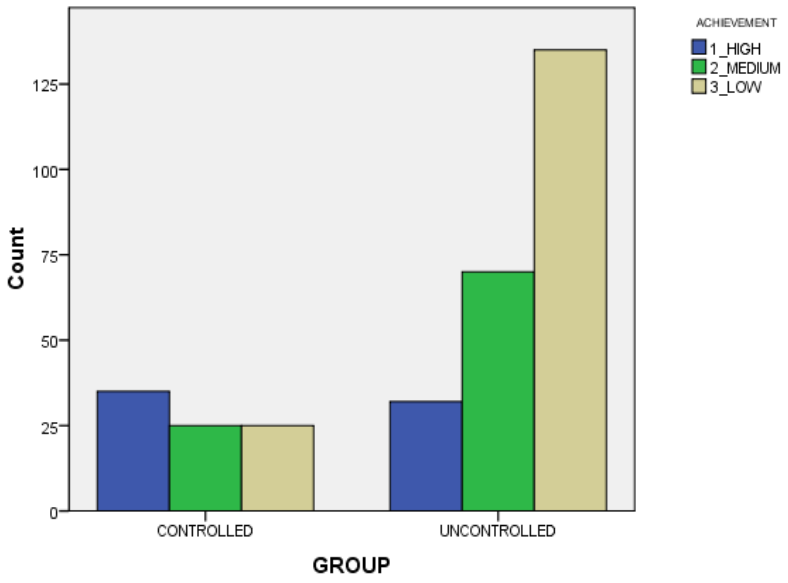

Figure 1.2 Bar Chart of flexibility of the perspective teachers and students of technical education of Rajasthan

It is inferred from the bar chart that 35 students came under the category of high achievers (HA), 25 students came under the category of medium achievers (MA) and 25 students came under the category of low achievers (LA) out of 85 students of controlled group comprising of perspective teachers and students of technical education of Rajasthan. On the divergent side, 32 students came under the category of high achievers (HA), 70 students came under the category of medium achievers (MA) and 135 students came under the category of low achievers (LA) out of 237 students of uncontrolled group comprising of perspective teachers and students of technical education of Rajasthan.

IV. Conclusion

Information and communication technology (ICT) assumes a significant part in upgrading the personal satisfaction, including schooling. This examination work is a significant repercussion to give a proof to the powerful utilization of Information and communication technology (ICT) devices for instructive seasons. The analysis of fluency of the perspective teachers and students of technical education of Rajasthan shows that the 23% of the respondents of controlled group (n=85) come under the category of high achievers (HA), whereas only 10% of the respondents of uncontrolled group (n=237) come under the category of high achievers (HA). The analysis of flexibility of the perspective teachers and students of technical education of Rajasthan shows that the 41% of the respondents of controlled group

(n=85) come under the category of high achievers (HA), whereas only 13% of the respondents of uncontrolled group (n=237) come under the category of high achievers (HA).

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