PEDAGOGY THROUGH ICT: ANALYSIS ON FLUENCY AND FLEXIBILITY OF SPECIALIZED STUDENTS AND TEACHER OF HARYANA

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Abstract

Education may be a major factor in the success of the breakthrough in modern times. Twentieth-century countries have succeeded in defining and using effective teaching methods and the work of an inclusive society. The process of passing on the practice of sharing among less experienced teachers was explored in two cases that sought to encourage teachers to use information and information and communication technology (ICT) in a more effective way of teaching. The transfer of college practice aims to provide new models for teacher training in the workplace. The program included instructional sessions, training materials that present real-life teaching examples, and trying to get out of the classroom. The success of the transfer process was assessed by comparing classroom practices of more experienced and less experienced teachers using the Education Infrastructure Framework, as well as analyzing the experiences of trained teachers who report themselves in discussions. For a long time, new methods have been used to improve the learning process. This paper manages the fundamental impact of the establishment of a method of teaching using data and book development tools.

I. Introduction

Information and Communication Technology (ICT) has become an important contributing factor the way we work, trade, negotiate and interact with people, dealing with personal or worldly conflicts, use material and cultural, spend leisure time, and learn more than six decades. Against this background of ongoing change, schools are still being recognized as social organizations with a strong tendency to preserve their cultural heritage structure, and accept change only with modest (and slow) steps. However, A great deal of work is being done in many educational programs around the world in relation to the inclusion of ICT in schools, which promotes significant changes in the teaching process as well learning is possible. These changes affect school life at different levels in many ways, for example, for the construction of new learning programs (in addition to regular time and space configuration), the development of novel educational solutions, or the extension of site of

school resources on cyberspace. Children under 16 are members of the first generation of digital technology they are part of their childhood experience [1]. They may not have had to deal with it life without a compatible TV, internet, or cell phone. Children are exposed to something new daily technical knowledge, and it is possible that this experience is influential their approach to capacity building with new ICT tools. Children are expected to thrive on each and every one of them, in terms of increasing knowledge of ICT tools and processes, strategic and application capabilities, and conceptual understanding [2]. This is best achieved by using a expansion of the conditions in which ICT is used and the depth of existing problems [3]. Children generally have a positive attitude towards ICT and most take every opportunity to develop their ICT capability. Both adults and children make sense of new programs and computers by playing with them to find out what they can do, how they can do it and what uses can be made of them [4]. 'Playful discovery' is a widely used strategy for learning, and children enjoy activities where they can set their own goals [5].

II. Literature Survey

Maia E. et.al (1999) in this paper focused on three issues, the architecture of collaborative environments, communication in these environments and the processes inherent to creative collaboration. Digital networks are gaining importance as environments for learning and creative collaboration. Technical achievements, software enhancements, and a growing number of applicable principles make it possible to complete complex environments that satisfy many aspects necessary for creative collaboration [6].

Robert J. (2000) explored and critically reviewed the ability of Information and communication technologies (ICT) to improve the transferability of knowledge. Information and communication technology (ICT) favor the transfer of knowledge that can be codified and reduced to data. Of central concern here is what role, if any, do information and communication technologies (ICT) have in the transfer of tacit knowledge [7].

Ewart K. (2002) explored information and communication technology (ICT) and its impact on skills and creativity, transformatory catalyst or dependent variables. Drawing on research in the areas of strategic management, marketing and human resource management, the paper argues that the way information and communication technology (ICT) is deployed, and the effects that it will have on skills [8].

Loveless A. et.al (2005) developed a conceptual framework to describe creative practices with information and communication technology (ICT) in teacher education for primary

education pre-service and newly qualified teachers. The analysis focuses on the student teachers' experience of engaging in creative activities to prepare, teach and evaluate a school-based project, and identified themes of their understandings and personal experience of creativity, the contribution of information and communication technology (ICT), and their reflections on professional development [9].

Atkins B. (2005) outlined the development, experience and reflections in the delivery of multimedia application. This paper discusses in more depth the issues identified from a lecturers perspective and investigate the proposed collaboration with the graphic design school for future deliveries. It discusses a proposed new approach to delivering this content including cross departmental co-operation and project driven classes to develop students with a wider range of skills .

Burnard P. (2007) suggested how effective music educational practice should happen in the new e-learning environments, which expand and connect communities of learners in music classroom. Several ways of driving pedagogical evolution, in ways that resemble the relationship between creativity and technology as we see in the world beyond school, are introduced [10].

III.   ANALYSIS AND INTERPRETATIONS

Fluency: The analysis of fluency of the perspective teachers and students of technical education of Haryana shows that the 41% of the respondents of controlled group (n=158) come under the category of high achievers (HA), whereas only 9% of the respondents of uncontrolled group (n=122) come under the category of high achievers (HA). The 48% of the respondents of controlled group come under the category of medium achievers (MA), and 40% of the respondents of uncontrolled group come under the category of medium achievers (MA). Only 9% of the respondents of controlled group come under the category of low achievers (LA), whereas 50% 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 Haryana State. The calculated values of Chi-Square analysis (Chi-Square=70.73, Table Value=5.99 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 Haryana State.

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

| | | | ACHIEVEMENT | | | |
			1_HIGH	2_MEDIUM	3_LOW	Total
GROUP	CONTROLLED	Count	66	77	15	158
		Expected Count	43.4	71.1	43.4	158.0
	UNCONTROLLED	Count	11	49	62	122
		Expected Count	33.6	54.9	33.6	122.0
Total		Count	77	126	77	280
		Expected Count	77.0	126.0	77.0	280.0

Table 1.1 shows the crosstabulation of Fluency of the perspective teachers and students of technical education of Haryana State. Table 1.2 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 Haryana state.

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

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	70.737[a]	2	.000
Likelihood Ratio	76.025	2	.000
N of Valid Cases	280		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 33.55.

1.1 shows the graphical response of information and communication technology (ICT) on Fluency of perspective teachers and students of technical education of Haryana for controlled and uncontrolled group comprising of 158 and 122 students respectively.
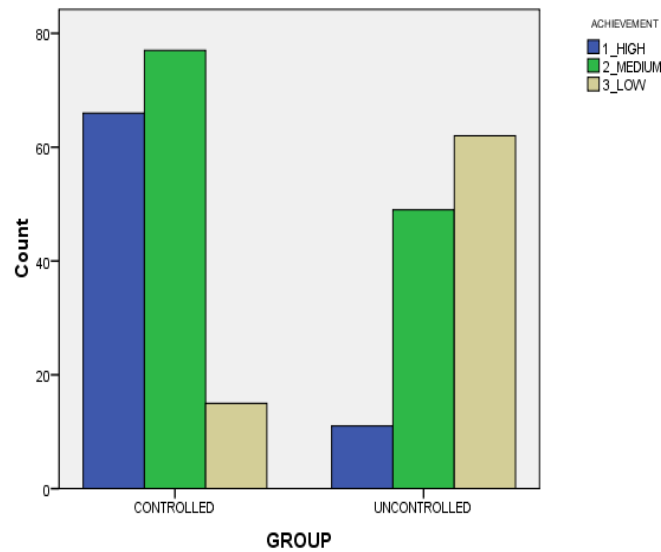
Figure 1.1 : Bar Chart of flexibility of the perspective teachers and students of technical education of Haryana

It is inferred from the bar chart that 66 students came under the category of high achievers (HA), 77 students came under the category of medium achievers (MA) and 15 students came under the category of low achievers (LA) out of 158 students of controlled group comprising of perspective teachers and students of technical education of Haryana. On the divergent side, 11 students came under the category of high achievers (HA), 49 students came under the category of medium achievers (MA) and 62 students came under the category of low achievers (LA) out of 122 students of uncontrolled group comprising of perspective teachers and students of technical education of Haryana.

Flexibility: The analysis of flexibility of the perspective teachers and students of technical education of Haryana shows that the 36% of the respondents of controlled group (n=158) come under the category of high achievers (HA), whereas only 22% of the respondents of uncontrolled group (n=122) come under the category of high achievers (HA). The 40% of the respondents of controlled group come under the category of medium achievers (MA), and 36% of the respondents of uncontrolled group come under the category of medium achievers (MA). Only 22% of the respondents of controlled group come under the category of low achievers (LA), whereas 40% 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 Haryana State.

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

			ACHIEVEMENT			
			1_HIGH	2_MEDIUM	3_LOW	Total
GROUP	CONTROLLED	Count	58	64	36	158
		Expected Count	48.0	61.5	48.5	158.0
	UNCONTROLLED	Count	27	45	50	122
		Expected Count	37.0	47.5	37.5	122.0
Total		Count	85	109	86	280
		Expected Count	85.0	109.0	86.0	280.0

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

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.475[a]	2	.002
Likelihood Ratio	12.548	2	.002
N of Valid Cases	280		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 37.04.

The calculated values of Chi-Square analysis (Chi-Square=12, Table Value=5and 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 Haryana State. Table 1.3 shows the cross tabulation of Flexibility of the perspective teachers and students of technical education of Haryana 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 Haryana 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 Haryana for controlled and uncontrolled group comprising of 158 and 122 students respectively.
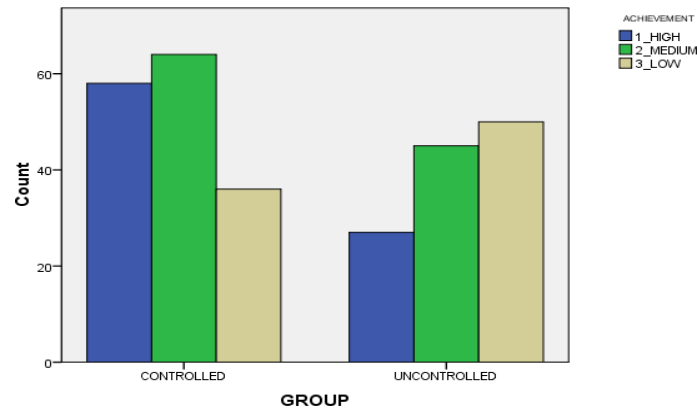
Figure 1.2 Bar Chart of flexibility of the perspective teachers and students of technical education of Haryana

It is inferred from the bar chart that 58 students came under the category of high achievers (HA), 64 students came under the category of medium achievers (MA) and 36 students came under the category of low achievers (LA) out of 158 students of controlled group comprising of perspective teachers and students of technical education of Haryana. On the divergent side, 27 students came under the category of high achievers (HA), 45 students came under the category of medium achievers (MA) and 50 students came under the category of low achievers (LA) out of 122 students of uncontrolled group comprising of perspective teachers and students of technical education of Haryana.

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. It is inferred from fluency the bar chart that 66 students came under the category of high achievers (HA), 77 students came under the category of medium achievers (MA) and 15 students came under the category of low achievers (LA). In Flexibility 58 students came under the category of high achievers (HA), 64 students came under the category of medium achievers (MA) and 36 students came under the category of low achievers (LA).

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