SUMMARIZING ORIGINALITY AND CREATIVITY FOR STUDENTS AND TEACHERS OF HARYANA THROUGH ICT

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Abstract

Education may be a major factor in the success of modern civilization. Twentieth-century countries have been successful in defining and implementing effective teaching methods and inclusive social work. The process of passing on the practice of sharing among less experienced teachers was considered in two cases that sought to encourage teachers to use information and communication technology (ICT) in an effective teaching way. The aims of college to provide new models for in-service teacher training. The program included teaching sessions, training materials presenting real-life teaching examples, and trying to get out of the classroom. For a long time, new methods have been used to improve the learning process. This paper manages the important impact of the development of a teaching method using data development tools.

I. Introduction

Information and Communication Technology (ICT) has become an important factor in the way we work, trade, negotiate and communicate with people, deal with personal or global conflicts, use material and cultural resources, spend leisure time, and study for more than sixty years. Against this background of ongoing change, schools are still recognized as community organizations with a strong tendency to preserve their cultural structure, and to embrace change only through modest (and slow-moving) steps. However, much work is being done in many educational programs around the world regarding the inclusion of ICT in schools, which is promoting as important changes in the teaching system as possible learning. These changes affect school life at different levels in many ways, for example, the development of new learning programs (over time and spatial planning), the development of novel educational solutions, or the expansion of online school resources. . Children under the age of 16 are members of the first generation of digital technology and are part of their childhood experience [1]. They may not have had to deal with life without a compatible TV, the Internet, or a cell phone. Children are exposed to new technological advances every day, and it is possible that these experiences are influencing their ability to build capacity through new ICT tools. Children are expected to excel in all aspects, in terms of growing knowledge

of ICT tools and processes, strategic and operational skills, and cognitive skills [2]. This is best achieved through the expansion of the use of ICT and the depth of existing problems [3]. Children generally have a positive attitude towards ICT and most take every opportunity to develop their ICT skills. 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 things they can use in it [4]. 'Happy discovery' is a widely used learning strategy, and children enjoy activities where they can set their own goals [5][6].

II. Literature Survey

Pramila D. (2006) developed a model for evaluating the ability of information and communication technology (ICT)-based modes of communication like video broadcast, audio conferencing, video conferencing, the Web, Email, WebCT-based homepages, text chat, mail and discussion boards to foster an effective learning environment, by enhancing tele-presence, flexibility, interaction and collaboration for distance learners at the University of the South Pacific (USP). The study employed a multi-perspective evaluation design with survey questionnaires, Interviews and online conferencing as the means of data collection [7].

Youssef A. B. (2008) examined the relationship between the use of information and communication technologies (ICT) and student performance in higher education. The complementary explanations focused on the indirect effects of information and communication technology (ICT) on standard explanatory factors that cause differences in students' performance and also advocated that information and communication technology (ICT) need a change in the organization of higher education [8].

Czerniewicz L. (2008) considered the field of educational technology in terms of its nature and its distinctiveness based on the views of researchers and professionals in the field itself. The review revealed the continuum of perspectives on how the field is bounded or fragmented and described it from two perspectives: the professional and scholarly and considers how the forms of knowledge differ and overlap in each domain and suggested what the categorization of the field might mean, especially considering its emergent status in a rapidly changing context [9].

Gau r A. et.al. (2012) explored the ways in which the strengths of information and communication technology (ICT) can be leveraged in achievement of goal. The paper focuses on the facets of and challenges in providing access to universal elementary education for children from socially weaker sections in India [10].

Mohanti S.P. et.al (2012) discusses about the significance of home background in young child orientation to literacy and to education. A sample of 120 undergraduate students from khurda and cutack districts of India were taken and concluded that the information and communication technology (ICT) competency is associated with parental occupation and education [11].

III. ANALYSIS AND INTERPRETATIONS

Originality: The analysis of Originality of the perspective teachers and students of technical education of Haryana shows that the 21% of the respondents of controlled group (n=158) come under the category of high achievers (HA), whereas only 28% of the respondents of uncontrolled group (n=122) come under the category of high achievers (HA). The 44% of the respondents of controlled group come under the category of medium achievers (MA), and 34% of the respondents of uncontrolled group come under the category of medium achievers (MA). The 33% of the respondents of controlled group come under the category of low achievers (LA), whereas 36% of the respondents of uncontrolled group come under the category of low achievers (LA).

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

| | | | ACHIEVEMENT | | | |
			1_HIGH	2_MEDIUM	3_LOW	Total
GROUP	CONTROLLED	Count	34	71	53	158
		Expected Count	38.9	63.8	55.3	158.0
	UNCONTROLLED	Count	35	42	45	122
		Expected Count	30.1	49.2	42.7	122.0
Total		Count	69	113	98	280
		Expected Count	69.0	113.0	98.0	280.0

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

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.540[a]	2	.170
Likelihood Ratio	3.553	2	.169
N of Valid Cases	280		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 30.06.

It is inferred from the computed results that the use of information and communication technologies (ICT) do not play any role in improving the Originality of the perspective teachers and students of technical education of Haryana State. The calculated values of Chi-Square analysis (Chi-Square=3, Table Value=5 and df=2) has demonstrated that the use of information and communication technologies (ICT) has no significant effect on Originality of the perspective teachers and students of technical education of Haryana State. Table 1.1 shows the crosstabulation of Originality 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 Originality of the perspective teachers and students of technical education for uncontrolled and controlled group of Haryana state, Figure 1.1 shows the graphical response of information and communication technology (ICT) on Originality of perspective teachers and students of technical education of Haryana for controlled and uncontrolled group comprising of 158 and 122 students respectively.
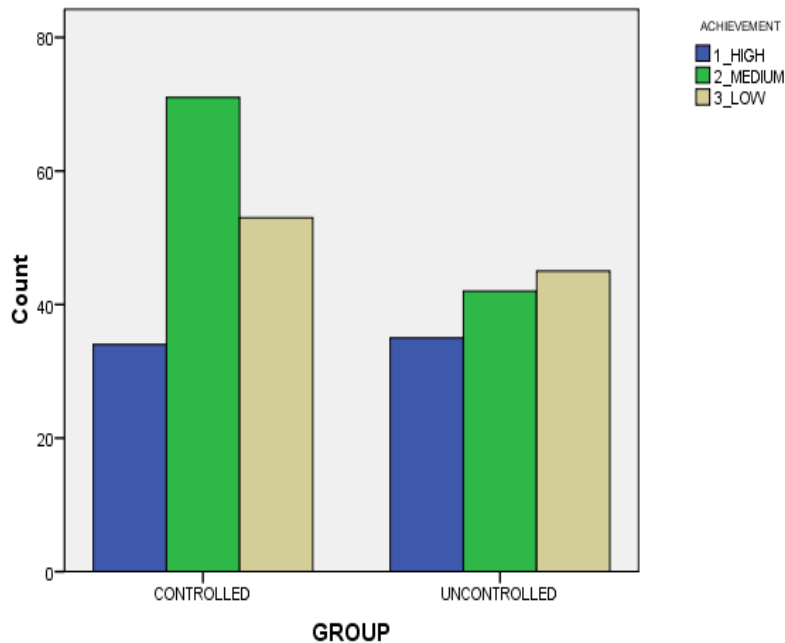
Figure 1.1 Bar Chart of Originality of the perspective teachers and students of technical education of Haryana

Creativity : The analysis of Creativity of the perspective teachers and students of technical education of Haryana shows that the 30% of the respondents of controlled group (n=158) come under the category of high achievers (HA), whereas only 8% of the respondents of uncontrolled group (n=122) come under the category of high achievers (HA).

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

			ACHIEVEMENT			
			1_HIGH	2_MEDIUM	3_LOW	Total
GROUP	CONTROLLED	Count	48	80	30	158
		Expected Count	32.7	75.6	49.7	158.0
	UNCONTROLLED	Count	10	54	58	122
		Expected Count	25.3	58.4	38.3	122.0
Total		Count	58	134	88	280
		Expected Count	58.0	134.0	88.0	280.0

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

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	34.797[a]	2	.000
Likelihood Ratio	36.582	2	.000
N of Valid Cases	280		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 25.27.

The 50% of the respondents of controlled group come under the category of medium achievers (MA), and 44% of the respondents of uncontrolled group come under the category of medium achievers (MA). Only 18% of the respondents of controlled group come under the category of low achievers (LA), whereas 47% 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 Creativity of the perspective teachers and students of technical education of Haryana State. The calculated values of Chi-Square analysis (Chi-Square=34, Table Value=5and df=2) has demonstrated that the use of information and communication technologies (ICT) has a significant effect on Creativity of the perspective teachers and students of technical education of Haryana State. Table 1.3 shows the crosstabulation of Creativity 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 Creativity of the perspective teachers and students of technical education for uncontrolled and controlled group of Haryana state.
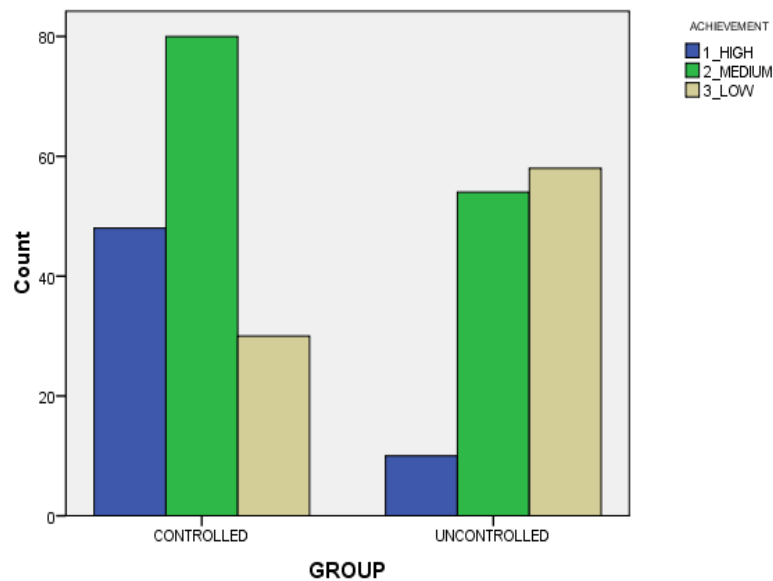
Figure 1.2 Bar Chart of Creativity of the perspective teachers and students of technical education of Haryana

It is inferred from the bar chart that 48 students came under the category of high achievers (HA), 80 students came under the category of medium achievers (MA) and 30 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, 10 students came under the category of high achievers (HA), 54 students came under the category of medium achievers (MA) and 58 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) plays a key role in promoting personal satisfaction, including in school. This experimental activity is an important result of providing evidence of the effective use of information and communication technology (ICT) technology during teaching time. It is inferred from figure 1.1 the bar chart that 34 students came under the category of high achievers (HA), 71 students came under the category of medium achievers (MA) and 53 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, 35 students came under the category of high achievers (HA), 42 students came under the category of medium achievers (MA) and 45 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. It is inferred from figure 1.2 the bar chart that 48 students came under the category of high achievers (HA), 80 students came under the category of medium achievers (MA) and 30 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, 10 students came under the category of high achievers (HA), 54 students came under the category of medium achievers (MA) and 58 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.

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