



INTERPRETATION OF FLEXIBILITY FOR TECHNOLOGICAL STUDENTS AND PERSPECTIVE TEACHER - A CASE STUDY OF PUNJAB AND HARYANA

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Abstract

Education may be the key to 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 which sought to encourage teachers to use information and communication technology (ICT) in an effective teaching method. The aims of the college are 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 significant impact of teaching method development using data development tools.



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I. Introduction

Today, the implementation of educational communication technology and technology is needed. ICT enables to create ways to support communication efficiency and distance teaching. At the same time ICT develops the ability to read independently through interactive teaching and self-assessment of electronic devices. At the heart of the work of our university students is developing their skills in problem-solving in engineering. One of the basic concepts of that understanding is understanding mathematical theory and practicality. Students of Slovak University of Technology gains mathematical knowledge and skills within compulsory mathematics courses. However, from our own experience, some students had difficulty applying mathematical knowledge correctly, as well as developing mathematical skills through self-study. The majority of students reported [1] the lack of application information, and technical and mathematical support software. Moreover a large portion of the students could not to complete math lessons and failed to continue learning in our university. 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 [2]. 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 [3]. 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 [4]. This is best achieved through the expansion of the use of ICT and the depth of existing problems [5]. 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 [6]. ‘Happy discovery’ is a widely used learning strategy, and children enjoy activities where they can set their own goals [7].

II. Literature Review

Maia E. et.al (1999) in this paper focuses on three issues, the formation of interdependent environments, the interaction in these contexts and the processes involved in creative collaboration. Digital networks are gaining importance as a place for learning and intelligent collaboration. Technological breakthroughs, software enhancements, and a growing number of operating principles make it possible to complete complex environments that satisfy many of the elements required for artistic collaboration [8].

Robert J. (2000) explored and critically analyzed the ability of Information and communication technologies (ICT) to improve the transmission of information. Information and Communication Technology (ICT) favors the transfer of information that can be organized and reduced to data. Of particular concern here is the role, if any, played by information and communication technologies (ICT) in the transmission of confidential information [7].

Ewart K. (2002) examined information and communication technologies (ICT) and their impact on skills and innovation, dynamic change or dependent flexibility. Drawing on research in the areas of strategic management, marketing and human resource management, the paper outlines how information and communication technology (ICT) are disseminated, and the implications for skills [8].

Kaushilk P.D. et.al. (2004) expounds the commitment of data innovation for expansive scholastic turn of events. Two continuous activities mean to give data innovation based administrations to rustic populace in India were talked about.

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 [11].

Devi L.P. et.al. (2008) examines about the pertinence, difficulties and extremist change with the utilization of data and correspondence innovation (ICT) in instruction. This paper presents the studies wherein the information and communication technology (ICT) fosters another skyline in learning conditions for educators and understudies [12].

Kharade J. et.al. (2011) examines the advanced separation situation, different information and communication technology (ICT) drives and the significant difficulties and the critical arrangements in spanning the computerized partition in India [13].

III. Result Analysis

Analysis of Flexibility for Punjab : The analysis of flexibility of the perspective teachers and students of technical education of Punjab shows that the 39% of the respondents of controlled group (n=502) come under the category of high achievers (HA), whereas only 19% of the respondents of uncontrolled group (n=96) come under the category of high achievers (HA). The 41% 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 19% of the respondents of controlled group come under the category of low achievers (LA), whereas 51% 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 Punjab State.

The calculated values of Chi-Square analysis (Chi-Square=45, Table Value=5 and df=2) has demonstrated that the use of information and

Table 1.1 Chi-Square Crosstabulation of flexibility of perspective teachers and students of technical education of Punjab

		ACHIEVEMENT				
			1_HIGH	2_MEDIUM	3_LOW	Total
GROUP	CONTROLLED	Count	198	208	96	502
		Expected Count	182.2	198.1	121.7	502.0
	UNCONTROLLED	Count	19	28	49	96
		Expected Count	34.8	37.9	23.3	96.0
Total		Count	217	236	145	598
		Expected Count	217.0	236.0	145.0	598.0

Communication technologies (ICT) have a significant effect on Flexibility of the perspective teachers and students of technical education of Punjab State. Table 1.1 shows the cross tabulation of flexibility of the perspective teachers and students of technical education of Punjab 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 flexibility of the perspective teachers and students of technical education for uncontrolled and controlled group of Punjab state.

Table 1.2 Chi-Square Analysis of flexibility of perspective teachers and students of technical education of Punjab

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.508 ^a	2	.000
Likelihood Ratio	40.663	2	.000
N of Valid Cases	598		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.28.

Figure 1.1 shows the graphical response of information and communication technology (ICT) on Flexibility of perspective teachers and students of technical education of Punjab for controlled and uncontrolled group comprising of 502 and 96 students respectively.

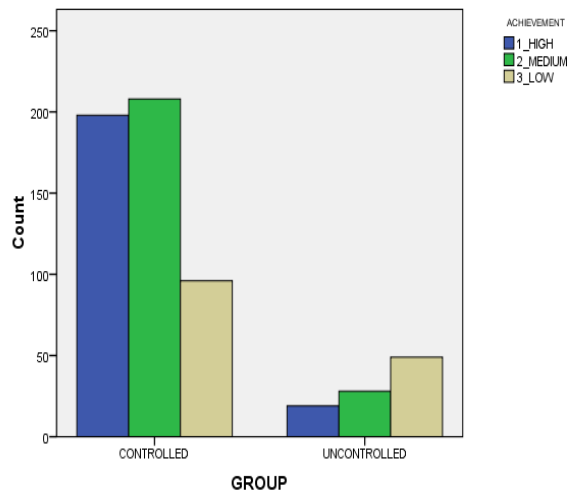


Figure 1.1 Bar Chart of flexibility of perspective teachers and students of technical education of Punjab

Analysis of Flexibility for Haryana: 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			Total	
		1_HIGH	2_MEDIUM	3_LOW		
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=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 Haryana State. Table 1.3 shows the crosstabulation 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.

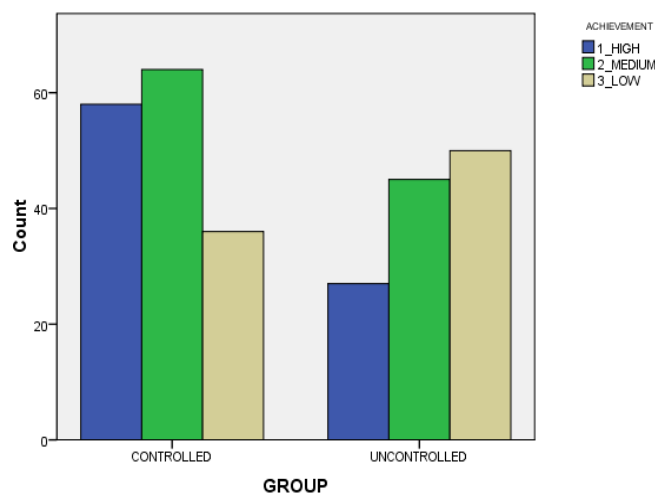


Figure 1.2 Bar Chart of flexibility of the perspective teachers and students of technical education of Haryana

IV. Conclusion

In a case of Punjab, It is inferred from the bar chart (figure 1.1) that 198 students came under the category of high achievers (HA), 208 students came under the category of medium achievers (MA) and 96 students came under the category of low achievers (LA) out of 502 students of controlled group comprising of perspective teachers and students of technical education of Punjab. On the divergent side, 19 students came under the category of high achievers (HA), 28 students came under the category of medium achievers (MA) and 49 students came under the category of low achievers (LA) out of 96 students of uncontrolled group comprising of perspective teachers and students of technical education of Punjab.

On the others hand, It is inferred from the bar chart (Figure 1.2) 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.

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