



## OBSERVING THE ORIGINALITY AND CREATIVITY ON STUDENTS AND TEACHERS OF RAJASTHAN THROUGH ICT

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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*



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### I. Introduction

Evidence of the transformative effects of information and communication technology (ICT) is widely visible in the changing ways that people around the world live and work. Over the past 50 years, PCs, PCs, and tablets have changed normal practices in most workplaces and in many homes. Cell phones are for all intents and purposes universal in created nations and progressively predominant all over the place, empowering practically nonstop association with individuals and wellsprings of data all throughout the planet. Huge changes in the manners that individuals access data and interface with one another have established frameworks for wide changes in the public arena (Lim et al. 2013). As an outcome, there will be changes in the schooling needed to plan youngsters for full cooperation as residents (Hawkrige 1990; Spector 2010). The groundbreaking impacts of ICT in many parts of present day life can be seen in evolving examples of correspondence and business movement just as in the cycles and results of assembling. These improvements have added to the "straightening" related with globalization (Friedman 2006) and started changes in the synthesis and prerequisites of the labor force, bringing about the emptying out of the working class in

created nations (Milanovic 2014). Expert and administration occupations have commonly been shielded from the troublesome impacts of ICT in light of the fact that they required scholarly or manual abilities that were not replaceable similarly as the abilities normally utilized in fabricating. Presently there are signs that protected status might be upset by new advancements in computerized reasoning (AI) and mechanical technology that will comprise a fourth mechanical upset after the earlier insurgencies dependent on the inescapable reception of steam force, power, and gadgets (Peters 2017). Advancements in information science open the opportunities for ICT to fill in for people in an assortment of nonroutine intellectual assignments while propels in detecting and control are empowering mechanical technology to play out an expanding scope of manual undertakings. New types of ICT including AI and mechanical technology are relied upon by some to lessen the need for human work in enlarging spaces of action (Peters 2017), possibly obliging decisions concerning how we live. In any case, there are voices that inquiry the broadness of ongoing cases made with regards to the coming upset in AI and advanced mechanics. 382 P. R. Albion and J. Tondeur Some inquiry the degree of the abilities that can be created by machines and some contend for the significance of human culture assuming its appropriate part in making the future as opposed to tolerating the certainty of results moving from mechanical determinism (Wajcman 2017). Despite the degree to which a fourth modern transformation catalyzed by ICT through AI and advanced mechanics changes the idea of work and how much work stays accessible to people, it appears to be sure that there will be changes in both the quality and amount of turn out needed for society to work.

## II. Literature Survey

*Itamar S. (2008)* proposed that e-Learning advancements further develop the advanced education instructing and learning experience. Discoveries of exact exploration contemplates and reviews thought about various showing techniques, shown the effect of taking on e-Learning innovations on the instructing and learning experience. Enhancing the educational programs with e-Learning-based courses further develops productivity, without diminishing scholastic viability. *Issroff K. et.al (2002)* evaluated a scope of compositions and examined effects on taking in advances from the connected fields of man-made reasoning in instruction (AIED) and human-PC association (HCI). Two gatherings of hypotheses have been distinguished. The main gathering is identified with rule choices about the plan of learning materials. The subsequent gathering impacts the manners by which the exploration was outlined on learning. The ends were drawn on own encounters as instructive technologists

and to urge other instructive technologists to join in considering their own utilization of hypotheses. *Hannafin R.D. (1993)* analyzed the purposes for some rudimentary and auxiliary teachers opposing PCs and talked about the changing job of educators who utilized PCs. They tended to significant viewpoints like verifiable points of view on instructive innovation zeroing in on microcomputers, accepted practices and schooling, cultural protection from new informative techniques, instructive changes and adequacy of instructive programming. *Vintere A. (2009)* moved toward the issue by investigating and assessing the logical writing for the improvement of the methodological premise of examination. The review portrayed and dissected the way of life impacts in advanced education associations and supports the view that groundbreaking authority, cooperation and the homeroom culture are three significant qualities of progress in advanced education foundations, where coordinating innovation is considered as an approach to assist the college with being a more viable learning association. *Czerniewicz L. (2008)* considered the field of instructive innovation as far as its tendency and its uniqueness dependent on the perspectives on scientists and experts in the actual field. The audit uncovered the continuum of viewpoints on how the field is limited or divided and portrayed it according to two viewpoints: the expert and insightful and thinks about how the types of information vary and cross-over in every space and proposed what the arrangement of the field may mean, particularly thinking about its emanant status in a quickly evolving setting. *Ely D.P. (1990)* talked about the conditions for execution of instructive innovation developments. Eight conditions that work with the reception, execution, and organization of instructive innovation developments have been depicted. Uses of these conditions include instructive innovation in Indonesia, Chile, and Peru was assessed, and rules for fruitful execution of advancements were examined.

### III. ANALYSIS AND INTERPRETATIONS

**Originality:** The analysis of Originality of the perspective teachers and students of technical education of Rajasthan shows that the 18% of the respondents of controlled group (n=85) come under the category of high achievers (HA), whereas only 31% of the respondents of uncontrolled group (n=237) come under the category of high achievers (HA). The 43% 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). Only 37% of the respondents of controlled group come under the category of low achievers (LA), whereas 34% 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 Rajasthan**

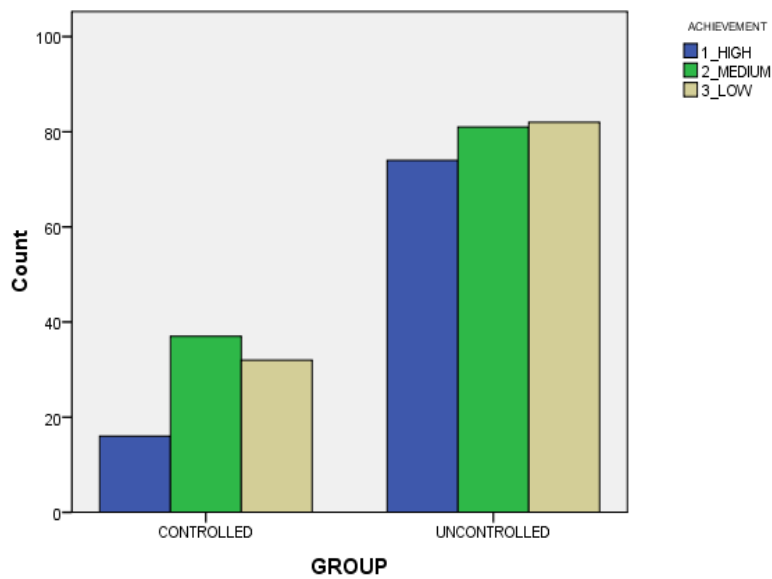
		ACHIEVEMENT			
		1_HIGH	2_MEDIU M	3_LOW	Total
GROUP CONTROLLED	Count	16	37	32	85
	Expected Count	23.8	31.1	30.1	85.0
UNCONTROLLED	Count	74	81	82	237
	Expected Count	66.2	86.9	83.9	237.0
Total	Count	90	118	114	322
	Expected Count	90.0	118.0	114.0	322.0

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

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.099 <sup>a</sup>	2	.078
Likelihood Ratio	5.342	2	.069
N of Valid Cases	322		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.76.

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 Rajasthan State. The calculated values of Chi-Square analysis (Chi-Square=5, 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 Rajasthan State. Table 1.1 shows the crosstabulation of Originality of the perspective teachers and students of technical education of Rajasthan 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 Rajasthan 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 Rajasthan for controlled and uncontrolled group comprising of 85 and 237 students respectively.



**Figure 4.1 Bar Chart of Originality of the perspective teachers and students of technical education of Rajasthan**

It is inferred from the bar chart that 16 students came under the category of high achievers (HA), 37 students came under the category of medium achievers (MA) and 32 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, 74 students came under the category of high achievers (HA), 81 students came under the category of medium achievers (MA) and 82 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.

**Creativity:** The analysis of Creativity of the perspective teachers and students of technical education of Rajasthan shows that the 21% of the respondents of controlled group (n=85) come under the category of high achievers (HA), whereas only 4% of the respondents of uncontrolled group (n=237) come under the category of high achievers (HA). The 50% of the respondents of controlled group come under the category of medium achievers (MA), and 39% of the respondents of uncontrolled group come under the category of medium achievers (MA). Only 28% 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).

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

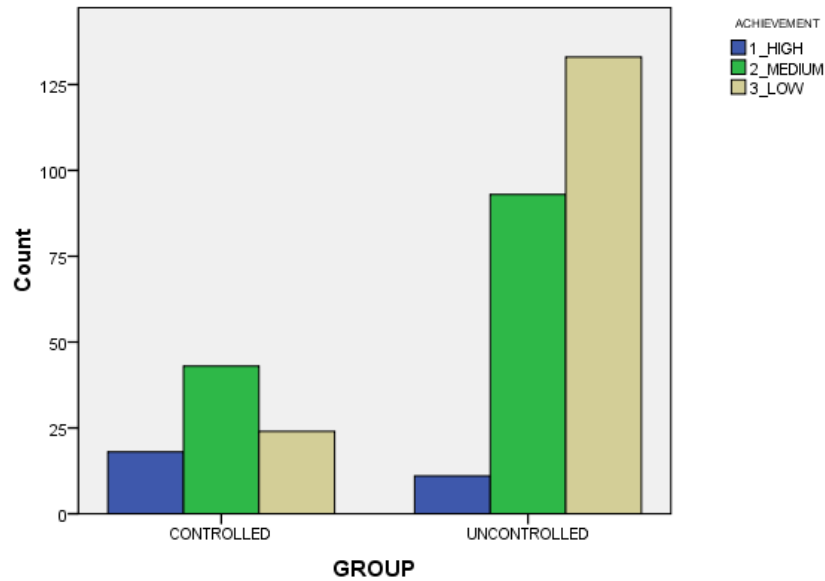
		ACHIEVEMENT				
			1_HIGH	2_MEDIUM	3_LOW	Total
GROUP	CONTROLLED	Count	18	43	24	85
		Expected Count	7.7	35.9	41.4	85.0
	UNCONTROLLED	Count	11	93	133	237
		Expected Count	21.3	100.1	115.6	237.0
Total		Count	29	136	157	322
		Expected Count	29.0	136.0	157.0	322.0

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

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.876 <sup>a</sup>	2	.000
Likelihood Ratio	29.207	2	.000
N of Valid Cases	322		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.66.

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 Rajasthan State. The calculated values of Chi-Square analysis (Chi-Square=30, Table Value=5 and 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 Rajasthan State. Table 1.3 shows the crosstabulation of Creativity 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 Creativity 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 Creativity of perspective teachers and students of technical education of Rajasthan for controlled and uncontrolled group comprising of 85 and 237 students respectively.



**Figure 4.2 Bar Chart of Creativity of the perspective teachers and students of technical education of Rajasthan**

It is inferred from the bar chart that 18 students came under the category of high achievers (HA), 43 students came under the category of medium achievers (MA) and 24 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, 11 students came under the category of high achievers (HA), 93 students came under the category of medium achievers (MA) and 133 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 Originality of the perspective teachers and students of technical education of Rajasthan shows that the 18% of the respondents of controlled group (n=85) come under the category of high achievers (HA), whereas only 31% of the respondents of uncontrolled group (n=237) come under the category of high achievers (HA). The 43% 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). Only 37% of the respondents of controlled group come under the category of low achievers (LA), whereas 34% of the respondents of

uncontrolled group come under the category of low achievers (LA). Rajasthan shows that the 21% of the respondents of controlled group (n=85) come under the category of high achievers (HA), whereas only 4% of the respondents of uncontrolled group (n=237) come under the category of high achievers (HA). The 50% of the respondents of controlled group come under the category of medium achievers (MA), and 39% of the respondents of uncontrolled group come under the category of medium achievers (MA). Only 28% 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).

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