

QUALITY MEASURES OF INNOVATIVE INFORMATION COMMUNICATION TECHNOLOGY

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Abstract

The Present paper explains how it will assist other individuals with realizing the possible results to perceive what degree the informational establishments are having ICT workplaces and to what degree they empower representatives to utilize ICT in homeroom direction. The examination may moreover include the level of using ICT in Classroom Instruction by the Teacher educators. The examination may in like manner recognize the element of effect of Teaching Attitude and Anxiety towards use of ICT which are major for Classroom Instruction. The examination may provoke careful the significance of ICT in the Teaching Learning process and impart the capacities in ICT. The examination may give clear arrangement to the organization should be surrendered to manufacture the Information Communication innovation in the Teaching-learning process.

Aim: To analyze the impact and significance of ICT in education with quality measure by Teachers.

Data Collection: questionnaire for the perception of teachers related to use of ICT in teacher education.

Keywords: ICT, Growth and Development, Classroom Instruction.

Introduction

These innovations have rolled out a significant improvement in the conveyance of learning materials inside a homeroom. For instance, present day school study halls frequently utilize TVs, videocassette players and PCs. These are being utilized as apparatuses of guidance and learning in science and different subjects. Every one of these instruments can be considered as types of instructive technology. In view of the fast improvement of information technology, there is a move occurring from print-based figuring out how to electronic learning using propelled processing and telecommunication advances. In the created countries and even in creating nations, the fast development of technology foundation has prompted the expanded accessibility and utilization of PCs in schools.

In created nations, however technology is being embraced by schools gradually in contrast with the manner in which we have adjusted to learn and utilize new mechanical devices and administrations in different circles of exercises yet the vast majority of the understudies have now access to PCs, web and different systems in their schools and even at homes. A lion's share of instructors in these nations likewise uses PCs or the web for instructional purposes.

This has made ICT (information and communication advancements) a significant instrument inside and outside a homeroom for conveying instructive materials to students. Indeed, even in creating countries like India, numerous

understudies and educators are using information and communication technology apparatuses as computerized content, introductions, remotely coordinating, web, e-content, e learning, versatile learning, electronic study hall, digital recordings and virtual grounds to shifting degrees particularly in metropolitan urban areas.

Review of Literature

Krysa, (2016) in his investigation 'Elements influencing the selection and utilization of PC innovation in schools' expressed that PC preparing ought not be restricted to instructors who encourage PC but rather all educators should prepare PC and its use. The requirement for PC preparing is clarified by the way that the majority of the by and by enrolled educators got practically no preparation in their formal instruction concerning utilization of PCs in educating.

Finger et al., (2014) drove consider on 'Information development and Australian teachers'. He found that while schools are getting extended components of ICT system and growing the amount of PCs, state guidance structures in Australia and the United States have moreover included the essentialness of the master headway of instructors. Prashant Shah, (2009) analyzed the motivation behind making care among the accomplices, truly applying the gadgets of ICT, consolidating the various activities.

Cuban (2011) explored examine on 'High access and low utilization of advances in secondary schools'. He found that instructors who utilized

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PCs in their homerooms to a great extent proceeded with their standard practice, A not very many central changes in the predominant method of educator focused guidance have happened infrequent to genuine utilization of PCs in their classes had minimal or no effect on routine educating rehearses. As it were, most instructors had adjusted an advancement to accommodate their standard practices, not to reform them.

Instructor's Utilization of ICT

This subtopic covers 20 remote examinations and 12 Indian examinations to overview the ICT use in various geographical points. This sub subject essentially bases on different regions, for instance, teacher's instructional technique influencing the convincing usage of PCs for appearing, Impact of planning and contribution in using ICT by in-organization instructors, Impact of ICT scattering, participatory headway of teaching and learning, the sufficiency of using web as a principle data resource in instructing and learning activity in higher enlightening foundations, instructor

educators' ICT capacities, use, and perceptions, Computer based innovation and its scholastic utility, ICT use in Higher Education, ICT appointment among discretionary instructors, ICT In early on teacher guidance, Teachers' joining of ICT in homeroom teaching, Computer and Internet care in school going understudies, e-Training the future universe of guidance, Utilization of PC innovation in helpful direction and present day ICT inclines in appearing and other related zones.

Data Analysis

Assessment of the questionnaire for the perception of teachers related to use of ICT in teacher education:

Most of the teachers assume that they find it easier to teach by using ICT. As per the modern time of education it is necessary that education system should be accomplished with the use of information technology. In this regard when question was asked to the respondents (rural and urban), we got the reply which is tabulated as mentioned below

Table 1: Response for the question no. 1

Demography	Highly agree	Agree	Partly agree	Not sure	Partly disagree	Disagree	Highly disagree	Mean
Rural	67	43	09	10	51	56	14	4.364
Urban	120	22	50	18	28	12	00	5.608

When it was asked to the teachers whether they aware of the great opportunities that ICT offers for effective teaching, then it was observed that out of 300 respondents, only some are disagree and rest of the respondents were agree with this point.

Table 2: Response for the question no. 2

Demography	Highly agree	Agree	Partly agree	Not sure	Partly disagree	Disagree	Highly disagree	Mean
Rural	60	40	12	17	50	50	21	4.236
Urban	59	29	12	17	120	10	03	4.392

We asked the respondents whether they think that ICT supported teaching makes learning more effective, we got the response as given below in the table and chart. When students use ICT in their study, they came to new concept and detail explanations very easily.

Table 3: Response for the question no. 3

Demography	Highly agree	Agree	Partly agree	Not sure	Partly disagree	Disagree	Highly disagree	Mean
Rural	07	33	19	09	23	46	113	2.608

Urban	20	60	02	28	108	22	10	4.000
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It is true that not only students, but teachers also get benefited by the use of ICT. The use of ICT helps teachers to improve teaching with more updated materials. It was supported by most of the respondents under the survey, whereas only few respondents were who disagreed with this concept. The result is depicted as given below:

Table 4: Response for the question no. 4

Demography	Highly agree	Agree	Partly agree	Not sure	Partly disagree	Disagree	Highly disagree	Mean
Rural	70	30	10	20	100	12	08	4.528
Urban	82	32	22	34	68	10	02	4.952

The use of ICT improves the quality of teaching. When it was asked to the respondents whether they agree or not, we found that in this regard all the respondents were not similarly responsive, therefore, overall response for this question is mentioned below

Table 5: Response for the question no. 5

Demography	Highly agree	Agree	Partly agree	Not sure	Partly disagree	Disagree	Highly disagree	Mean
Rural	40	100	10	33	17	43	07	4.824
Urban	22	138	20	30	28	12	00	5.24

Applying Chi-Square Test

So as far as first variable 'Quality' is concerned i.e. ICT with quality in teaching pedagogy and education taking considerations of questions that we have measured that the mean rating scores for the ICT with quality as well as mean score and expectation matches is being tested by chi-square. The table is as follows:

Table 6: Related to ICT with Quality

Parameter	Mean by Respondents	Expected Mean	Chi-Square Value
1	4.986	4.5	0.108054
2	4.314	4.5	
3	3.304	4.5	
4	4.74	4.5	
5	5.32	4.5	

The perusal of table 6 shows that chi-square value has come out to be 0.108054 which is below table value of chi-square at any level of significance. We have also measured that the observed mean is not less than the expected mean i.e. in mean difference, it is also not significant.

Findings and Conclusion

The nature of Education depends, as it were, on the nature of instructors. Since Technology is an integral asset for critical thinking, theoretical improvement and basic reasoning assistance to make the learning procedure a lot simpler for the understudy educators. To be viable in the study hall Instruction, Teacher-instructors ought to gain the learning and aptitudes to utilize the new difficulties in advancing inventive instructing systems that are understudy focused synergistic, drawing in, bonafide, self-coordinated and dependent on the advancement of higher request thinking abilities regarding handling classes for understudy educators which plans to accomplish high scholastic standards.

Universally, instructive frameworks are under extraordinary strain to embrace imaginative approaches. ICT can be utilized as an apparatus during the time spent training in the accompanying ways.

- Situation device: It makes circumstances, which the understudy encounters, all things considered. In this way, reenactment and c computer generated reality is conceivable.

- Constructive apparatus: To control the information and produce investigation.
- Communicative apparatus: It can be utilized to evacuate correspondence boundaries, for example, that of reality.

Use of ICT in preparing makes higher solicitation capacities, for instance, cooperating transversely after some time and spot and dealing with complex authentic issues. It improves the understanding and perception of the universe of the understudy. In this manner, ICT can be utilized to set up the workforce for the information society and the new generally speaking economy. Establishments must drive 'understanding how to learn', i.e., the securing of information and limits that make conceivable reliable learning over the nearness time.

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Annexure - Questionnaire

- Q1. Do you find it easier to teach by using ICT?
- a) Highly agree
 - b) Agree
 - c) Partly agree
 - d) Not sure
 - e) Partly disagree
 - f) Disagree
 - g) Highly disagree
- Q2. Are you aware of the great opportunities that ICT offers for effective teaching?
- a) Highly agree
 - b) Agree
 - c) Partly agree
 - d) Not sure
 - e) Partly disagree
 - f) Disagree
 - g) Highly disagree
- Q3. Do you think that ICT supported teaching makes learning more effective?
- a) Highly agree
 - b) Agree
 - c) Partly agree
 - d) Not sure
 - e) Partly disagree
 - f) Disagree
 - g) Highly disagree
- Q4. What do you say that the use of ICT helps teachers to improve teaching with more updated materials?
- a) Highly agree
 - b) Agree
 - c) Partly agree
 - d) Not sure
 - e) Partly disagree
 - f) Disagree
 - g) Highly disagree
- Q5. Do you think the use of ICT improves the quality of teaching?
- a) Highly agree
 - b) Agree
 - c) Partly agree
 - d) Not sure
 - e) Partly disagree
 - f) Disagree
 - g) Highly disagree