

A Study on Teaching Effectiveness and Importance of ICT in Teacher Education

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Abstract – The present paper will concentrate on ICT incorporation into teaching education, its effect and role in improving the interest in teaching-learning. This paper aims to stress the role of ICT in education for productive education. The building of a stable and productive community needs schooling. The health of community is calculated. In all ways, education empowers the country. Teachers educate by their educational career. Learning is one of the most daunting careers because awareness is constantly evolving and expanding and the new technology allows all teachers to learn how to teach about this technology. What is fresh today will stay new tomorrow, there is no certainty. It will quickly become redundant. Teachers will be supported by ICT to fix this issue. ICT promotes it as the information universe is just a swipe away.

Key Words – ICT, Teaching-Learning, Education

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INTRODUCTION

Teaching Effectiveness

Effectiveness of teaching ensures that teachers are fine, successful and profitable to an optimal degree. It refers to the level of maturity & learning that professors develop & learn more and more with experience. An efficient teacher is defined as being able to perform his / her expected tasks successfully. Teachers influence students not only by the idea they teach, but also by their characteristics & transmitting of these characteristics by behaviour. Good CV (1959), in the Dictionary of Education, described the efficacy of teachers as the capacity & interplay of physical, intellectual, psychological, and teacher material, & social needs. An initial presumption in this respect is that a successful instructor is more likely to be conscious of an operation to achieve objectives. These priorities direct their strategy, their conduct and their interactions in the classroom. The second theory is that the large majority of teachers' purpose involves the instruction of their students directly or indirectly. The third theory is that no teacher really succeeds. To some degree, the level of effectiveness of a given teacher, primary & secondary school teacher depends on the teacher's target. The art of teaching often requires the introduction of the subject in plain phrases, friendly movements & gentle voices in an appealing way. It is therefore a dynamic situation in which the teachers' sense of quality and ability is an

important achievement in a variety of activities. An productive instructor may be interpreted as helping to build simple competencies, comprehension, proper behaviours, desirable actions and gratitude. Effectiveness of teachers issues these findings and instructional goals.

IMPORTANCE OF ICT IN TEACHER EDUCATION

- It makes learning more interesting especially for hard to understand content.
- It bridges distances by using e-mails, Blogs, Apps, Websites, video conferencing.
- It tears down obstacles to literacy by video and radio interactions.
- Improves long distance contact with peers.
- Produces gaming, songs, video and more entertainment opportunities.

Quick access to Information

Knowledge can be obtained in seconds from the Internet and web pages.

Easy availability of updated data

You can conveniently access the desired details when sitting at home or at some suitable location. This lets students understand the material revised.

Catering to the Individual differences

ICT should contribute in terms of ability and interest to the particular needs of students. The teachers have already provided multiple classes to take care of the needs of each pupil in the school.

Wider range of communication media

With the introduction of ICT, the teaching learning method requires various forms of contact. Offline learning, on line learning, blended learning are some of the resources that can be used in educational institutions. Collaborative learning, individualized learning strategies can enhance the quality of group as well as individual learning with the real society. This can ensure the applicability of knowledge.

Wider learning opportunities for pupils

The usage of the new ICT in education has offered students multiple opportunities for deciding the path to go. There are various online courses for you to choose according to your ability and interests. Via various quizzes, students will measure their success online. This will guarantee the labour demand continues to be met, minimising the unemployment issue. It can also provide more efficient and effective citizens to the society as per the changing needs.

IMPORTANCE OF EDUCATION

Education is most important to all of us in this competitive world. It plays a paramount role in our life offering development of inner and outer strength. The knowledge gained through education enables individual potentials to be optimally utilized owing to training of the human mind. Education professions are at the core of the advancement of humans through the provision of humanity information across the globe. People in society are learning new approaches in life which establish views on economic and social life. Training encourages society the reality around them to be understood accurately, innovates in different forms and making things consistent with their lifestyle to have a happier life.

Education is the window to the knowledge and progress in the modern society. It is what places us in society. It's how the people around know one should be treated by one's activities which can be created by amount of knowledge he or she has. Only by education will an individual be notified about the past and get valuable knowledge about the present through external humanity. In addition, schooling is not just about educating the mind. But this training

makes for efficiency, but it does not bring about completeness. Only through education one can know how to think, how to work properly and how to make decisions and thus to make separate entities. So, education is the best way to make this learning process as efficient and effective for our individual needs as possible. Therefore, it is one of the most important factors which formulate the personality and makes the person as a productive and beneficial member of the society.

It is the fundamental rights of everyone capable of bringing any desired change and uplift in the human society. This is because education offers a setting in which culture and values of a society are developed. Training of contemporary culture offers a medium to discuss the challenges and pursue answers. The development of a community in economic and social ways is therefore by schooling, which allows them to operate a modern society. Therefore, free India in its Constitution kept several provisions for education and uplift of the society through education. Among those, Article 45, 12, 30, 29 (I), 350, 15, 16, 46, 28, 239, etc., are most significant. Beside this, independent India considering the importance of education among its citizens has been constituting education commissions from time to time for rectifying its educational plan and policies application in the country. Moreover, to achieve its constitutional goal, the Government of India had already implemented two educational policies in 1968 and 1986. Now the third new educational policy is being implemented in 2016. Besides, it has also implemented the Right to Education Act, 2009 to ensure education as the right of all Indians. However, the implementation of RTE 2009 is also aimed at enhancing the quality of education in our country. For that purpose, there are several rules in the Act. The reason behind that is tantamount to compete and face the challenging situation of the world in all fields. Thus, India has been trying to drive out illiteracy from its country through various ways, like constituting commissions, implementing policies and Acts, launching schemes, etc., and at the same time improving the quality of education to mitigate challenges which are faced in life. But school education should be provided in the present times to practically all members of the society and, therefore, its quality and efficiency assume special significance within the larger framework of personal, social and national development. To achieve all these the teaching, which plays an important role in the formal system of education, must be updated as per the needs of the modern era.

TEACHING: THE CHANGING CONCEPT

Teaching is an intimate contact between a more mature personality and a less mature one. Teaching is establishing a harmonious relationship between teachers, pupils and the

subject by providing useful information. So, teaching is the most arduous and complex profession in our society and also an important job. However, it is a behaviour which is organized logically and meaningfully to disseminate among students. Gage (1987) described teaching as any impact on people in order to alter the way people should or would conduct themselves. From this definition it is clear that teaching involves more than one person and the behavioural influence of one person changes the behaviour of the others. So, the act of teaching leads to reciprocal contacts between the teacher and the pupils and the interaction itself is called teaching.

The history of teaching from the Indian perspective is a reflection of the spiritual and ethical attributes of the teachers of that age. Only that person was deemed worthy of teacher-ship who must himself have been an ideal student during his academic career. The man, who possessed the qualities of guiding the society on the right path and profound scholarship, was rightly appropriated the title of teacher. The teacher felt the natural desire that their truth and principles, learning and experiences should survive them and promote good of the society. Whatever knowledge was possessed by the teacher was transmitted to the pupils without any concealment or reserve. So, the teacher functioned as a spiritual and intellectual father of the pupils. The life of the teacher served as a model for the pupils to follow and imitate. "Lead from darkness unto light" was their sacred duty. The teacher evinced his paternal care and interest in matters of looking after the students. Generally, this included financial help to the indigent pupils, care of the ailing students and help in case of emergency. Therefore, the teacher is the custodian of heritage of mankind and exclusive appropriator of new knowledge. At a time when unprecedented transformation of knowledge and action manifest in all diversions of worldly life, the traditional teacher standing at a crossroads seeks a panacea to meet the emerging challenge so that his responsibility and accountability are reconciled to the needs of the hour.

DEFINITION OF LEARNING STYLE

The definition of learning styles is a major concern among the scholars in the field. Dunn and Dunn (1979) identify styles of learning as "a term which describes differences between students to understand, organise und maintain and understand one or more senses." The phrase "consistent way for a learner to respond and use stimuli in the context of learning" is described by Claxton and Ralston (1978). Similarly, Keefe (1979) uses learning styles to "relatively indicate cognitive, affecting and physiologic traits, how students perceive, interact with and respond to the learning environment".

As it can be seen the definitions provided above vary in terms of scope and depth. The definition provided by Keefe (1979) besides taking into account the

difference between learning styles and cognitive styles, it also includes the three dimensions of behavior: cognitive, affective and physiological. The last definition particularly is the broadest and deepest since it seems to be composed of environmental (light, sound, temperature), emotional (motivation, responsibility, persistence) and sociological (pairs, groups) stimuli. The involvement of such wide repertoire of dimensions while defining learning styles leads to confusion because it is difficult to control and focus on all of them at the same time.

DEVELOPMENT OF LEARNING STYLE

Researchers are now trying to find reliable, inexpensive & realistic ways to practise in schools. Some research supports the target & others do not produce the desired results. In either case, all the hypotheses serve the educational system to accomplish their goals or not. The theory of learning style, focused on psychoanalytical studies, is one of these companies, stressing how people think and feel about solving problems , making goods and communicating with people.

The word 'style of learning' refers typically to values, interests and behaviours used in classroom or environmental environments by individuals to promote their learning. The type of learning appears in three areas: cognitive, psychological & emotional. The way a person perceives, remembers, thinks & addresses problems has established cognitive styles. Psychological types are organic & have physical responses that can influence learning (for example, becoming a "night-time guy" or studying in a warm or cold room). Affective types include patience, choosing to work with or alone with others, refusing or embracing external consolidation.

The educational psychologist has studied some additional variations in learning styles. One has to do with dependency on the field versus freedom. Field-dependent persons tend to perceive patterns in general and have trouble distinguishing some elements of a situation or pattern; field-dependent individuals are more capable of seeing the components of an extensive pattern. People on the ground tend to be more individually or socially driven than people who are independent on the ground.

LEARNING STYLE

Meaning of learning style

The meaning of Learning style is as follows: It stands for the distinctive behaviors with cognitive, emotional, psychological and sociological plans; These habits act as comparatively steady measures of the processing and handling of

knowledge by the person. The way it listens to the learning atmosphere and responds to it. Many styles have been created to characterise the learning style of the student.

Cognitive technique to learning styles

Antony Grasha & Sheryl Reichmann (1974) constructed the Grasha-Reichmann Learning Styles Scale. It was designed to examine the mindset of students & how they view learning. The test is typically designed for university students. Grasha's expertise is in cognitive mechanisms & coping strategies. The definitions of different learning styles are as described:

- Avoidant
- Participative
- Competitive
- Collaborative
- Dependent
- Independent

The concept of learning styles is a real issue of scholars in the field. Dunn & Dunn (1979) identify learning styles as "a concept that defines differences between learners in the use of one or more senses to understand, organise and maintain knowledge." Claxton and Ralston (1978) describe the term as referring to the "consistent way of responding & utilizing stimuli in the sense of learning" of the learner. Comparably, for Keefe (1979), learning styles are "cognitive, emotional & physiological characteristics that are reasonably stable measures of how learners interpret, communicate and react to the learning environment."

STUDENT TEACHERS' PERCEPTION ABOUT ICT

Perception is our sensory perception of the globe around us & includes both the identification of environmental stimuli & behavior in response to these stimuli. Perhaps through a perceptual mechanism, we acquire knowledge about the characteristics and elements of the world that are vital to our survival. Not only does experience create our sense of the world; it allows us to act in our environment. The five senses provide perception; contact, eye, taste and scent. It often includes a set of senses, which entails the ability to detect shifts in posture and gesture of the body. It also includes cognitive processes that are important to process knowledge, including the recognition of a friend's face or the identification of a familiar scent. The successful use of something by a person depends on his or her understanding of it. In this way, the usage of ICT for Teaching – Learning process by a teacher

also depends on his/her perception about it. The familiarity with various components of ICT may provide a high level perception to the Teachers to make use of it.

CONCLUSION

ICT implies the mixture of technologies used for developing, preserving, distributing, transferring or exchanging knowledge. Information and communications technology In the light of the multiple educational facilities and programmes, ICTs are the future important instrument to increase educational opportunities. In the learning and teaching process ICT plays a diverse function as an instructional instrument. The usage of ICT by teachers in education presents a benefit in many forms to improve education. Integrating ICT in education through ways such as Powerpoint presentations, teleconferences, collaborative video chats, virtual libraries, internet libraries, directed online tours, white boards and smart classrooms make it more successful, attracting publicity, facilitating the subject to learners' levels and serving the various needs of learners.

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