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A Study on Use of Modern Technology in Education for Learning and Teaching

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Abstract – God gave us technology as a gift. It is possibly the greatest of God's gifts, following the gift of life. It spawned entire civilizations, as well as the arts and sciences. As a result of advancements in technology, our way of life has undergone significant transformation. In many ways, it has transformed the way we think about what it means to live. There is no denying that technology has a significant impact on nearly every aspect of our lives. Thanks to technology improvements, many previously manual processes can now be automated. In addition, contemporary technology has made it possible to execute numerous difficult and vital processes with increased ease and efficiency. In recent years, technology has become increasingly integrated into our daily lives, making it easier for us to acquire vast amounts of information. Pupils nowadays have grown up in a technologically advanced world. When new technologies, such as audio and video cassettes, CDROMs, DVDs, personal computers (PCs), or iPods, become accessible, attempts are usually made to adapt them for educational purposes. Many Web 2.0 tools, such as wikis, blogs, and podcasts, have been repurposed for instructional purposes by professional educators.

Keywords – Modern Technology, Education, Learning and Teaching etc.

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INTRODUCTION

The abundance of the world's knowledge can now be accessed via a number of devices in the digital information age. Technology that was once costly and only available to a small few has now progressed and become much more affordable. Teachers must adjust to this modern lifestyle because students have grown up with technology all around them. Incorporating and using emerging technology in schools is one demand or obstacle. In Sweden, the number of digital whiteboards in compulsory schools tripled in four years. The use of tablet devices in schools climbed by 10%, and by 2015, the number of tablet devices had increased to 40%. Many more students are able to bring their own personal gadgets to school for educational and learning objectives in the last four years than were before allowed. Furthermore [1], almost all high school teachers and almost all compulsory school teachers have their own personal computers. In the last few years, the availability of digital technology in classrooms has also increased. The twenty-first century is often defined as a technological epoch. Technology now plays a vital role in our daily lives. It is known as a cornerstone for economic growth. Without technology, an economy would never be able to develop in terms of making work easier and faster. Technology has an effect on almost every aspect of life, including education.

In a high-quality teaching and learning environment that is accessible, free, and based on modern technology, educational ideas, innovations, and models can be created, implemented, tested, and demonstrated. Europe's Virtual Campus for Biomedical Engineering is a nice example. The European Commission funded a two-year pilot programme that began in January 2006.The project's goals were to design, create, and analyze long-term, dynamic virtual mobility and e-learning solutions in the fields of biomedical engineering and medical physics. The solutions had to follow the Bologna Method, which meant [2]:

- Ensure that European higher education programmes are consistent;
- Enhance the consistency and quality of the programming; and
- Post-graduate education, certifications, and certificates should be pushed forward.

Despite the complexities of incorporating emerging technologies into education and teaching, the importance of digital technology adoption and usage in school should not be underestimated. Academics and scholars have recognised and debated this importance, as have authorities at the regional, global, and European levels. The digital essence of modern life has taken hold, according to the Swedish Digital Commission (2015), and as a result, digitalization has had a significant impact on critical aspects of society such as development, sustainability, welfare, equality, protection, economy, and democracy. The effect of digitalization on society is profound. It is a significant and influential factor in deciding how education is delivered and what future generations will be expected to do. school children must have access to modern learning tools that are necessary for contemporary education," and "teachers should have access to modern learning tools that are required for contemporary education."

The Role of Technology in Education

Traditional educational settings rely on technology to help students learn new material and skills while also enhancing efficiency and effectiveness [1-2]. Prior to go into the specifics of this claim, it's necessary to define a few terms. When we talk about efficiency, we're talking about how quickly we gather information. When we talk about effectiveness, we're talking about how much of the information we've shared has been operational zed. Students and instructors alike may be referred to as learners when technology is used in a classroom context. Consequently, we should assume that any increase in teacher knowledge and utilization leads to an increase in student learning. Students may benefit from technological tools to help them do better in school.

Use of technology in the classroom has the potential to transform teachers' careers if they adhere to knowledge management standards. New database technology is shown via the electronic performance support system (EPSS). An EPSS is available to assist anyone in need of professional development or job-related support.

Additionally to a database, an EPSS may store information in the form of case studies, models, and real-world examples for users. If a teacher has questions about how to write lesson plans in accordance with school district requirements, they can consult an EPSS provided by their school district. Teacher aid is easier to receive via this support system, since teachers don't have to look for someone with the specific expertise and time required. More individuals may be covered by one database if the EPSS's backer is bigger, such as a government agency, if they are all conforming to the same job performance requirements.

Major Issues in the Use of Technology

Existing difficulties in technology may be broken down into three main categories: integrating new technology into existing learning philosophies, evaluating effectiveness of technology in instructional contexts, and testing active technology integration in related domains. Aside from being a waste of time and money, new technology in the classroom will be counterproductive if prior theories of learning cannot be used [3].

When it comes to using technology in education, the last great issue is how it's being utilised by other areas. It is vital to remember that education is not confined to our basic, secondary, and university educational institutions in our nation. Professionals in sectors unrelated to education, like our instructors, must design and attend educational seminars, professional development, and training sessions in order to improve their job efficiency, promote their careers, or get important new information.

When it comes to adopting technology for instructional reasons, the military, health care, and industry all have unique challenges to overcome in order to satisfy the requirements of their clients. Examining these fields and the associated educational applications of technology may give evidence to justify the expanding use of technology in education [3-4].

How Technologies Promote Learning

Students benefit from the use of technology. It helps students remember more information by making them more engaged. Students may benefit from using technology to enhance their educational experiences.

1. As a means of facilitating the creation of organized knowledge bases, technology is a powerful instrument for helping learners articulate their ideas, understandings, and beliefs.

2. Technology is a vehicle for information that makes it easier to find and compare different points of view and worldviews.

3. Technology can be used to demonstrate and arouse meaningful problems, circumstances, and contexts, as well as expose values, points of view, and arguments, and define a controllable problem space for students' thought.

4. Technology is a social means of promoting learning through facilitating dialogue among knowledge-based societies, as well as debating, reasoning,

and finding a consensus among members of a community.

5. Technology can help learners articulate and indicate what they know, think about what they've learned and how they learned it, support internal conversations and meaning construction, create personal representations of meaning, and support imaginative thinking.

MODERN TECHNOLOGY IN EDUCATION

It was found that using contemporary equipment and tools boosted student learning and engagement, according to the most recent data on how current students use technology and how technology influences their learning [5]. Technology also enhances the experience, making it more fascinating and engaged. When it comes to passing on knowledge, it's both convenient and effective. The upshot of this is that we can now expect our minds to function more quickly in every area of our lives where technology is present. Even at schools, universities, and colleges, it is impossible to avoid the dependency and dependence on such an innovation, which simply makes life a simple, smooth journey, these days. Use technology in these ways today's students:

- **Internet connection and round the clock connectivity:** Over the past decade, the internet's relevance has increased by a factor of ten or more. No longer can its significance in the educational community be understated. Internet access is a boon to students, despite the risks of fraud and other downsides.

- **Using projectors and visuals:** Words can never compare to the power of a well-crafted image. Another excellent application of technology is the use of projectors and visual aids in classrooms. Leading educational institutions throughout the world today rely on engaging PowerPoint presentations and projections to keep students engaged and interested in the material being taught.

- **Digital footprint in the education sector:** Digital media is now more widely used in schools than ever before, especially in K-12 settings. There has been an increase in the number of students and forums that are open around the clock to help with coursework and other tasks.

- **Online degrees with the use of technology:** In recent years, online degrees have proliferated and are now fairly prevalent. People are interested in taking online courses to further their education and professional development. The internet and a variety of technologies are used by prestigious universities to deliver impressive online programmes. A notion like this will continue to gain in popularity and support as more people become aware of it.

EDUCATIONAL TECHNOLOGY INITIATIVES IN INDIA

Every efficient teaching-learning system has always had the essential characteristics of Educational Technology, even if it wasn't labeled ET. For example, the traditional gurukul system in India placed an emphasis on personalized instruction and learning, two characteristics shared by the Educational Technology curriculum.. The gurukul's training curriculum was tailored to the requirements and skills of each student. However, this did not imply memorization or slavish allegiance to the guru; rather, the system was one of one-to-one (guru-shishya) instruction. As stated in a Sanskrit maxim known as "Shishyat icchet parajayam," it should be the goal of a guru to see his student grow and improve. In addition, the curriculum was developed to meet not just the individual needs and abilities of the students, but also broader social demands reflected in the curriculum's set of learning objectives [6].

LITERATURE REVIEW

Bee Theng Lau and Chia Hua Sim (2008) Secondary school teachers in Malaysia were asked to participate in a research titled Exploring the Smart Classroom and the Level of ICT Adoption. It was thus hoped that the survey would identify how much Malaysian instructors utilised ICT. It was the goal of this research to examine teachers' perceptions of their competence and attitudes regarding ICT use. In order to highlight the difficulties that teachers confront while utilising ICT and to acknowledge the preparation and assistance that instructors require Data on how instructors utilise ICT in the classroom was gathered using a survey that included questions on both quantitative and qualitative measures. The tool included a six-part self-administered questionnaire [7].

Noushad Husain (2010) the use of ICT in Smart Classrooms is examined in this study. Smart Classrooms demand teachers with a variety of skill sets in order to be successful at integrating technology into their lesson plans. The investigation was conducted using a scientific approach known as a survey. ICT-related competences that instructors require for teaching purposes were evaluated using a scoring system. The 57-item rating scale examined four categories of teacher capabilities: technological ICT competencies, pedagogical ICT competencies,

didactic ICT competencies, and social ICT competencies. A total of 73 teacher educators were involved in the study, with 44 men and 29 women making up the sample's gender split. 69 Frequencies and percentages were used to assess data that was collected through email and direct discussion with respondents [8].

Ajatha Swamy (2010) Students and teachers at high schools were surveyed for their Internet knowledge and skills. The 'Mahiti Sindhu' initiative, which sought to educate high school pupils computer fundamentals and increase general awareness 53 about the Internet, was examined in the present research to see what effect it had. One hundred high school students and forty instructors from five taluks in the district of Bijapur were selected for this study using stratified random sampling. Internet Awareness and Internet Competence assessments were employed. Researchers used the mean, the standard deviation, and the t-test to examine their data. The Mahiti Sindhu initiative has had a significant impact on high school pupils' ability to use the Internet, according to the findings of the research. There is no discernible difference between rural and urban high school pupils in terms of Internet literacy and ability. Teachers that took part in the Mahiti Sindu initiative learned a lot about the Internet and how to utilise it better [9].

Abbas Zare-Ee and Abbas Shekarey (2010) Comparative examination of ICT in Smart Classrooms for English Language Teaching and Learning was deemed necessary. For this research, faculty members from medical and non-medical institutions in Kashan, Iran, were divided into two groups to see how they used ICT in English instruction. They also wanted to see whether they could gain from one another's experiences and from ICT training. Using a simple random sampling approach and the Morgan & Kritjki table for sample selection, 193 full-time university professors were chosen to participate in the research. A 50-item questionnaire with a 5-point Liker scale was used to gather the necessary data on the quantity of ICT access and usage in the two contexts. In terms of Cronbach's Alfa dependability, this instrument scored a very high 0.8. Study of variance and t-test were employed to answer research questions on differences in ICT use for education and training. The findings were then compared to [10].

Gopal (2010) Researchers studied the views of future teachers on the use of e-learning in the classroom. Ultimately, the research hopes to learn how B.Ed. students at educational institutions feel about the use of online learning in the classroom. An online poll was employed to gather the data for this investigation. Using the Random Sampling Method, 360 B.Ed. students were selected for the study. This 'Attitude on e-learning in classroom instruction' tool was developed by researchers employing four different components: multimedia, online, video conferencing and closed-circuit television (CCTV). A four-point scale is used to assess the fifty items that make up the tool. There was a 't' test used to determine the statistical significance of data[11].

Verma (2011) It's not only male and female professors of professional courses that participated in a poll about the usage of communication technology in smart classrooms. The study's goal was to examine how instructors of 72 professional courses depending on gender employed communication technologies in the classroom. Stratified random sampling was used to choose the 102 instructors from the Rohilkand region of Uttar Pradesh, 75 of whom are men and 27 of whom are women. Based on the device, internet, O.H.P., L.C.D, ETV facility, Slide projector, Audio and Video conferencing, and CD-ROM capabilities, an evaluation tool was developed. The study relied on statistics like percentages and vital ratios. According to the data, male and female technical course teachers use O.H.P. differently. Male instructors utilised more communication technologies than female ones, such as computer internet and audio/video conferencing and CD-ROMs, although the difference was not significant. A tiny percentage of educators were found to be using instructional television and audio-video conferencing, as well [12].

Selvaganapathi R. and P. Vaiyapuri Raja (2012) According to their findings, "Technophobia among Higher Secondary School Teachers." Teachers' "technophobia" was the focus of this investigation. For a number of reasons, instructors are reluctant to adopt the most current technology in their classrooms, one of which being a lack of confidence in doing so. Techno-phobia is a term used to describe this kind of dread. Consequently, the authors decided to explore teacher technophobia as a consequence of this perceived need. Prabakaran developed and validated the Technophobia Scale (TPS) for this study. We drew our sample from a high school in Tamilnadu, India's Kumbakonam Taluk, which is part of the Thanjavur District. The majority of instructors, according to the findings, have a low level of technophobia [13].

Jaasim Alazemi and Bader Alsuwaileh (2014) There were two key results in this research of Kuwaiti graduate students in the Education Department that were supported by hypotheses: However, some outcomes were not statistically significant. According to the results of a gender-based study, female pupils were shown to be more aware of SMART boards than their male counterparts. Furthermore, it seems that specialisation has a significant influence on participants' understanding of SMART boards; the apparent explanation for this may be that scientific themes are more technology-based, which results in higher expertise. Although the study's findings may be derived, the sample size and questionnaire building (i.e., adding additional

questions) as well as doing a factor analysis to check if latent variables exist should be given careful attention. SMART boards and their impact on students can only benefit from this sort of study[14].

Farida Umrani and Rehana Ghadially (2015) According to their study titled "Gender and Decision-Making in Technology Adoption Among Youth: A Study of Computer Learners and Technophobia in India," they describe how the TAM may be used to examine how consumers come to accept technology. Three computer training centres in Mumbai trained 172 students (102 women and 70 men) for a year in computer programmes and multilingual desktop publishing. The mean age of the participants was 21.34 years. Six weeks of computer instruction were followed by data collection utilising conventional psychological instruments. TAM does not provide an explanation for why Indian youth should use computers, in contrast to the West, as shown by various regression analyses. The research explains why this is the case, citing a lack of resources as well as cultural differences. As a result of this, TAM is stated to need to adapt to the study's context, as well as the technology's nature and cultural context. Computer usage is mostly predicted by two factors: perceived usefulness and a person's own subjective standard. Because of this, usability alone will not have the desired effect[15].

R. Raja, P. C. Nagasubramani (2018) "New Technology's Educational Impact," Technology has certainly impacted our daily routines and lifestyles. In many ways, it has redefined what it is to be a human being. There is no denying that technology has a significant impact on our daily lives. Many manual tasks can now be automated thanks to technology improvements. With the aid of contemporary technology, a wide range of complicated and critical tasks may be completed more quickly and more effectively. Because of technological advancements, people's lives have been transformed. Technology has had a major impact on education. It's impossible to exaggerate the importance of technology in education. For instructors and students alike, computer technology has made it simpler to communicate and learn in the classroom. Technology has made both teaching and learning more enjoyable [16].

OBJECTIVES OF THE STUDY

- To study the use of Educational Technology in the existing teacher and student education curriculum.
- To study the perception of the teacher educators regarding the use of modern educational technology in teacher and student education curriculum.
- To study the difficulties of student and teachers regarding the use of modern educational technology as required by their curriculum.
- To explore the scope of modern Educational Technology in teacher and student, education at pre-service teacher education courses.

RESEARCH METHODOLOGY

The research will undertake to study the “Use of modern educational technologies in education”. The focus of this study was an exploratory look at the factors related to implementation of modern educational technology in education curriculum. The study also identified the difficulties of 99 teachers and students while using technology in teaching practice. The study provided an in-depth look at the educational technology status in present teacher education curriculum in different universities/institutions and the issues they deal with during their technology implementation in practices.

Population:

Population of the study comprised all the students and teachers education institutions/colleges/ Departments of different state/central universities.

Sample of the Study:

Sample is a small proportion of a population selected for observation and analysis. They are selected for a study in such a way that they represent the large group Population from which they are picked up. The Sample of the present study for documentary analysis included 30 Universities from 13 states on the basis of region wise representation of all across the country to analyze their Curriculum as per the availability for the same on convenience basis and 06 departments/colleges, from Delhi NCR has been taken for administering other research tools. These institutions/colleges/departments were equally distributed in all three categories of management system; a. Government, b. Private aided and c. Private. The sample size of the study comprised, 42 teacher educators and 410 teachers selected from 06 sampled teacher education institutions/colleges/departments.

Tools Used in the Present Research study:

In order to conduct the research study and collect data from the education departments/colleges of universities for analysis and interpretation, following tools will be used:-

- A documentary analysis for analyzing teaching curriculum.

- A questionnaire used for checking availability of educational technology aids and gadgets & frequency of their usage and collecting data to study the perceptions of teacher educators regarding uses of modern educational technology.

- A questionnaire for teachers to study the problems faced while using educational technology in teaching-learning process.

Researcher also developed the tools for the fieldwork to be carried out in different institutions. For student teachers and teacher educators, these resources would be in the form of questionnaires.

RESULTS AND ANALYSIS

The study's data has been examined in accordance with the study's goals. Research's primary purpose is to examine how educational technology is integrated into the current teacher education curricula at various universities/institutions As a B.Ed. curriculum course, Educational Technology was analyzed in terms of its nomenclature, its location in the B.Ed. curriculum and its key areas of attention (core components) for educational technology in teacher education (Teacher Education) curricula. To determine the current state of Educational Technology infrastructure and the frequency with which software is being used for educational purposes, data were gathered from questionnaires filled out by teacher educators and based on their responses regarding the availability, availability in sufficient numbers, and lack of availability of infrastructure in the various institutions. The data was broken down into percentages and numbers (Frequencies) for analysis.

To see where Educational Technology fits into a typical university B.Ed. curriculum, we looked at documentation from many different institutions.

Table 1

Position of Educational Technology as subject offered

Count	As a Core Paper	As an Optional Paper	Core & Optional (Both)	Total
Numbers	17	06	07	30
Percentage	56.66%	20%	23.33%	100

Sample universities' teacher education (B.Ed.) curricula are all found to include educational technology as a core and/or optional subject/paper in the table above. An educational technology paper was required at 17 of the 30 institutions (56.66 percent) and was optional in seven (23.33%) of the universities that offered it in the B.Ed. programme. A mere six (20%) of the universities in the research said they offered educational technology exclusively as an optional or elective paper. The total number of educational technology articles was 39 since some institutions provide two optional courses and/or both core and optional courses in this area of study and research. For example, 24 (80 percent) of the 30 sampled institutions have a core or necessary subject/paper in Educational Technology as part of their teacher education programme, as shown in Table 4.1.

In table 4.2, description of nomenclature of course related to Educational Technology in B.Ed. curriculum presented as per documentary analysis.

Table 2

Nomenclature of course related to Educational Technology in B.Ed. Curriculum

S. No.	Nomenclature	Count in Numbers	Count in Percentage
1	Educational Technology	17	43.59%
2	Information & Communication Technology	12	30.77%
3	Computer Education	07	17.95%
4	Technology in Education	01	2.55%
5	Technological Foundation of Education	01	2.55%
6	E-Learning	01	2.55%
	Total	**39**	**100**

Nomenclature for Educational Technology differs among the universities in the survey, as seen in Table 4.2. Researchers discovered that all thirty (30) B.Ed. programmes at the studied institutions provide educational technology papers in one of thirty-nine (39) different forms, some of which are required courses, while others are electives. Each article has a distinct title, and there is no consensus among the sampled colleges regarding the course in educational technology.

Teachers' perceptions on 38 statements categorized into six domains and clubbed into three categories (i.e. Positive for clubbing strongly agree and agree, Neutral and Negative for clubbing firmly disagree and disagree) about the use of educational technology in the teacher education curriculum were gathered using a five-point likert-type scale (i.e. strongly agree to strongly disagree). For the findings, the proportion of each domain was computed.

Table 3

Perception of Teacher Educators (n=42) regarding usage of Educational Technology in B.Ed. curriculum related to Instrumental/Technological Domain

S. No.	Items	Percentage		
		Positive	Neutral	Negative
1	developing competencies in using Information and communication Technologies (ICTs).	54.76	16.66	28.57
2	developing mental and cognitive capabilities	40.47	33.33	26.19
3	using computers effectively in the classroom	35.71	23.80	40.47
4	using technology resources in daily routines	78.57	7.14	14.28
5	using ICTs for productivity and managing information	66.66	9.52	23.80
6	applying technology to solve problems	42.85	11.90	45.23
7	identifying sources for additional instructional materials using the technology	61.9	16.66	21.42

78.57% of teachers use technology in their everyday routines, 66.66% use ICT for productivity and organizing information and 61.91% use technology to find new educational materials. In spite of this, 45.23 percent of teacher educators are still not using technology to address difficulties and 40.47 percent said that they are not using computers successfully in the classroom.

CONCLUSION

Educational technology varies significantly from one institution to the next, as well as from one school to the next. In terms of Educational Technology, it has been discovered that the curriculum continues to educate instructors who are not necessarily competent or dedicated to their profession after completing basic teacher training programmes. In the current study, both teacher educators and student teachers point to shortcomings in teacher preparation that demand a curricular rethink. Teacher educators' use of educational technology leads in less software being used for academic objectives. Teacher educators were given positive ratings in the technology, curriculum, communication, and attitude categories, but bad ratings in the methodological and evaluative domains. Although it is usual to employ educational technology to improve teacher education methods, it has yet to be applied in practice. In terms of educational technology, teacher educators have highlighted the promise of Educational Technology, but in actuality, they have focused more on infrastructure challenges, hands-on training issues, and a lack of Educational Technology resources that are appropriate for educational technology.

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