A STUDY OF INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING AND LEARNING TOWARDS SCHOOL TEACHERS

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ABSTRACT

The rapid development of science innovation has also affected the field of education. Computer innovation to further expand these training strategies and to encourage the use of instructional guides. Computers have been instructed to keep records of tests under study, give assignments and improve the learning process The National Training Strategy was therefore advanced (1988). In any case, in schools it has been shown that computers are not properly used in schools. Teachers are reluctant to use it urgently, particularly for any season of education. The teachers were found not to indicate good. It was found Attitude to the use of computer innovation even in different countries. The attitude of teachers depends on the achievement of any instructive program. It is essential to look at high school teachers' computer-related attitudes.

KEYWORDS: Information Technology, Computer, Secondary School Teachers, development.

INTRODUCTION:

Today, technology has become an integral part of our lives. New device or programming is constantly available which simplifies lives. Make life simpler, however, is not the main job in our lives that the technology plays. Infect, it is important to improve every part of life. Technology opened up new ways of immaculating parts of life and influenced every area of human life colossally. The educational field is no exception. It takes on more and more work in the education sector. Education technology is transforming the traditional work of educational partners. Numerous changes have been made in the current educational framework through new information and correspondence technology. The very nature of education and learning was affected by intelligent technologies. Tech offers a way of changing the jobs generally played by teachers and students. As technology advances, it is used in every age in the learning process to benefit understudies. In this study hall, technology encourages students to ingest the material. PC-linked projection screens allow students, rather than primarily a pedagogue who is delivering an address, to see their notes.

Every part of our lives is continually changed by technology. Education is no exception. An American Federation of Teachers report found that technology in America and throughout the world has and will

continue to have serious impacts from the beginning. Mechanical innovation results from PC. A mechanical innovation has become a typical spotlight and the contemporary society is often underestimated. Technological innovations, e.g. cellular phones, manually operated PCs, auto play machines, take on an ever-growing job every day. Information is available in more notable amounts than any other time, and it is an exceptional way to access and communicate this information to others. In any event, the speed of refined innovative change is fast and its impact on society is little thought. Computer is a generally useful device which can be adapted for a limited array of juggling numbers or sensitive operations. The PC can expose more than one kind of problem because an arrangement of operations can be changed quickly. In general, a PC consists of a processing element, typically a central processing unit (CPU) and a certain kind of memory. The processing element performs numerous juggling and justification activities, as well as a sequencing and control unit which can change the request for operations according to the information supplied. In education, PCs also take on essential jobs. The homeroom is a microcosm of society and technology is increasingly affecting schools across the country.

The study hall could be converted to a number of areas by an instructor. If understudies concentrated any wonder, the educator could transmit visual images into study halls to enable students to gain a superior understanding of the wonder. Their learning meetings gave more noteworthy impact. The PC technology received endless information in the 20th century in an appropriate way. Individuals are currently willing to effectively discover much more information than ever in the recent memory. The self-guided guidance provided through a PC makes it possible for students to participate from anywhere in the world in the learning meetings for all purposes. Human learning methods change technology. Technology The use of new mechanical equipment that teachers and scholars can access increases the motivation, fundamental thinking and self-management of young people at an increasingly young age (Kerka, 2002). The educator has now become a consultant with the task of supporting understudies in the achievement of their individual educational aims. The education dividers have been able to come down with PC technology.

ATTITUDE TOWARDS COMPUTER:

A person or thing is normally referred to as an emotional reaction. It truly is a personal reaction to an article that can be called ideal or ominous, developed through experience. The attitudes of Cantril (1934) are pretty much a permanent state of mindset, inclined to respond to any subject or circumstance that relates with a person on the trademark route. Wrightstone (1964) indicated that educational attitudes are critical and affect the efficiency of learning. It is essential to develop a great attitude to the subject one exams to get one truly interested. Except where understudies have a positive attitude to computer science research, they may be not interested in their examination which will therefore affect their learning efficiency. Because the learning efficiency reflects on the achievement of higher auxiliary study behavior in computer science, an independent variable was selected during the exam.

TEACHER ATTITUDE TOWARDS USE OF COMPUTER TECHNOLOGY:

The success of any new PC technology educational programme, depends on the teacher's help and attitude. For example, if teachers are negative about respect for PCs or have doubts or confidence that another program is not successful, the use of a PC is restricted. It was shown to be likely to strongly oppose such a program if teachers accept or do not perceive a course which satisfies themselves or their undergraduate needs. If PCs are to integrate effectively with the basic and secondary curriculum, a positive instructor attitude towards processing is critical.

The attitude of general instructor plays an important role in the process of education. In order to successfully implement technological progress in the hall, the need should be assessed. The possibility that technology attitude affects the success stories of the implementation as well as appears in writing time and time again. In an examination, Gruich (2004) described the general stance towards PCs as a major factor in adoption. In the review, students from 15 open community and junior universities investigated their attitudes. The study showed that an attitude toward teaching and technology was related. Moreover, the examination found that the attitude to technology teaching and certain variables are related. These variables were the teacher's belief that technology is helpful and technological integration into education.

TEACHER'S CHARACTERICS AND COMPUTER RELATED ATTITUDES:

A number of specialists considered PC-related attitudes, PC trust, PC anxiety, PC-related experiences and other practice with regard to the psychological and social foundation of teacher. The PC-related practices are intended to be influenced by the principles used in the education and equipment systems and strategies. The roles of various personal, cognitive and social variables in the development of computational behavior have been demonstrated from analysts like Francis and numerous other groups. The study of PC-related practices took account of some important factors from the psychological foundation of teacher.

For an educator, age is a vital factor. Age means the length of a preceding existence or presence according to the Oxford word reference and thesaurus III (2006). A person needs to perform different kinds of activities in various stages of development. Their nature, abilities and likings often constrain these activities. The new type of learning is limited by such psychological foundations and obligations. Woodrow (1994) found that in 4 graduates, after multiple years of sexual orientation distinction in a PC-related approach, there were 33 males and 75 females with an 8th grade gain. Kumaran and Selvarju (2001) inspected a critical influence of the pédagogue's sexual orientation on PCs. Male instructor had an ever more ideal emotional PC attitude. Contrasts in instructor appointments did not have a remarkable influence and teacher expertise had little influence on PC attitude. In addition, there was no critical influence on PC attitude in the school having a place with different educational sheets. In the case of teachers, the influence of age was not concentrated. Therefore, teachers' time was thought of.

In learning a particular activity, experience plays a crucial role. PC expertise refers to the amount of time spent performing an activity by PC. The practical partner with PC passes through. The expertise increased over time during PC activities causes the PC work to be flawless. In their investigation, Bannert and Arbinger (1996) found that PC experience, PC interests and emotional reactions are used in the sexual orientation of PC contrasts, recurrences and duration. Further findings show that this suspicion may not remain unchangeable when everything is said in one sense and that further examinations must look at the contrast between sexual orientation and increasingly refined strategy. In the present study, therefore, the PC experience has been considered to investigate their relation to secondary teachers' PC attitudes.

INFORMATION AND COMMUNICATION TECHNOLOGY:

The concept "ICT" is used to put "C" in the middle of "IT." ICT refers to PCs and programming associated with them. The correspondence here is marked with the letter 'C.' In the midst of IT, 'C' emphasizes that ICT is not only about 'Geek,' but it is relevant to all those whose business involves correspondence. ICT includes: - Information and communication technologies. ICT consists of: As stated by UNESCO, "ICT is a logical, mechanical and design order which is used to provide information, to implement and to relate to social, economic and social issues." Toomey stated that "Technologies used to access, collect, handle and display or disclose the information generally related to ICT." Ahmed, M. said that "ICT is linked to technology used to collect, dissect, enhance and provide customer-friendly information." ICT can provide a huge range of high-quality and learning resources. Sometimes these resources fill the hole when customary choices arise and supplement existing resources in different cases. The wider range of materials with their writings, sounds and movable images extends the range of ways in which heterogeneous requirements of the whole class can be used very well. This means that a teacher can take some path to oblige undergraduate students who benefit best from the changed upgrades. Interactive technologies encourage active learning by increasing the responsibility of understudies for their own learning. The attention of understudy is focused on important learning through the visual and interactive features of ICT to encourage more energy in learning. Learning methods can also be recognized through undergraduate studies to explore more and offer thoughts to others. The importance of ICT lies in encouraging understood studies to use ICT devices for their variety. ICT is clearly an oddity when students are charmed when ICT is used to demonstrate a topic. ICT presentation facilities charm all students with their visual, sonic and message impact, which is not based on reasoning but which continues to be enthusiastic about their exercises. ICT first expands the focus and then re-interactivates, brilliants and appreciates the exercise. Students are becoming more and more involved because ICT makes students' accommodation just as easy to access through its multisensory approach. An instructor can prove his efficiency with the use of ICT.

NEED OF INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING AND LEARNING:

The present hall appearance shows the variety of the previous hall. Teachers should be ready to remain aware of the use of technology in the home. In their work day by day, ICT is not vital hardware for teachers, yet it also provides chances to uplift them. In conventional education, data output and process time are usually devoted more than not; however, ICT teaching reduces the information and output time and extends the process time. When the duration of the procedure expands, the season of the undergraduate workouts is expanded further. When we teach with ICT help we get more opportunity for a phase of procedures which will gradually be essential in a span of 45 minutes or 60 minutes with different subjects conceptualizing, learning and so on.

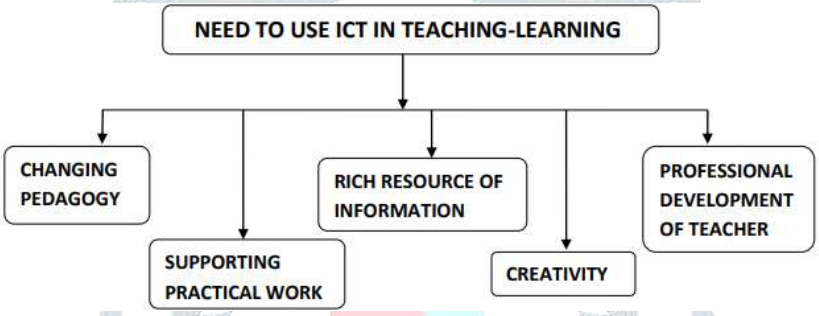

Fig. 1 Need to use ICT in Teaching-Learning

ICT IN INDIA: In the period 1984-85 particularly when CLASS (the Center for Computer Literacy and Studies of Schools) was presented as a pilot project to present smaller PCs of BBC, India perceived the importance of ICT in education. A total of 12,000 of these PCs were scattered through state governments to alternative and senior auxiliary schools. This company has been included in the eighth Arrangement as a centrally sponsored scheme (1993-98) and has been expanded into BBC Micros funders and new Government Aided Sec./Sr. Sec. Schools. Support included annual BBC micro maintenance grants, and equipment repair for new schools were purchased. The eighth arrangement for teacher provision, equipment maintenance, supplies and textbooks for students and preparation of teachers at schools involved the CLASS system covered 2598 schools with BBC Micros. 2598 schools In addition, there were 2371 schools covered by new facilities, including lakh Rs.1.00 for the configuration of the devices and lakh Rs.1.30 for the repeat costs each year. The repetitive spending on the schools covered under the BBC-Micros scheme has remained at Rs.0.80 lakh a year.

ROLE OF ICT IN EDUCATION:

Every nation's progress depends on the quality of education and practice. For its Gurukul education system in the Vedic age, Indian education was exceptional. Education in India has undergone various stages and stages of development from the Vedic age up to the post-autonomous era. There was concern in all stages of

development for the achievement of quality education reflecting the angles from earth to earth. Teaching and learning in the 21st century should not be the same as before as in the current increasingly online world of teaching and learning. Lessons were traditionally limited to face-to-face delivery or removal of education, delivery was usually characterized by the display of printed resources and communications were often slow and awkward. The integration of technology into the teaching-learning transaction has changed the job of the pedagogue from the traditional 'sage on stage' to a 'guide as the afterthought' and furthermore the work of the students becomes more active members and complices during the learning process from being a recipient of substances.

ROLE OF ICT IN SCHOOL:

Technology begins to be seen as a means of transforming from a mechanical age to a new informational age, which is the driving power of progress and education. Schools feel the pressure to provide as quickly as possible access to education technology. School is the core of every society and country's learning and epicenter of development. In India, secondary schools operate in various academic and social contexts. The provision of ICTs to schools promises an exceptional return on venture and ICTs is the fastest growing field in India. Secondary schools are a critical stage in the hierarchy of education as they prepare the students for advanced education and the workplace. McFarlane (1999) has found improved educational attitudes and use of PCs in an investigation into the development of the Integrated Learning Framework (ILS) in schools. When integrated with educational modules and evaluation, technology is most convincing. When integrated into educational programmes, it can have the most remarkable impact in achieving clear and quantified education objectives. The integration of technology into educational and expert development programs contributes to the achievement of students. A multi-year longitudinal study of SAT1, performance in the New Hampshire Brewster Academy, demonstrated critical undergraduate technology gains for guidelines. The average increase in the combined SAT1 execution of students who participated in the traditional free-standing education effort by students involved in the technology integrated school reform (school configuration model) was 94. The traditional education system has had critical effects on Information & Communication Technology (ICTs). They have given imaginative teaching and learning opportunities and have brought forward research into how people learn and then reevaluate the learning structure.

DEVELOPMENT OF COMPUTER RELATED ATTITUDE SCALES:

For the achievement of PC related projects in schools, the educator's mindset towards the PC is crucial. The instructors' willingness to work with the PC is a critical indicator of their future use in the field of education. Different trainers use the PC in different ways. The quality and ability of the customer largely impacts such use. The person's tendency to support the various aspects of use of PCs has been mentioned as PC-related

mental frames. The researchers have taken different aspects into account such as confidence in PC use, PC anxiety, the behavior of a PC etc. The present investigator decided to consider these five imperative PC behaviours, by breaking down the various research studies. They consisted of PC confidence, PC enjoyment, PC usefulness, PC anxiety, and a willingness to provide PC assistance. Separate scale has been created for each of these practices.

CONCLUSION:

It reinforces the memory of the purser on the substance of each part of a dimension. The audit can be extremely effective in enabling the person to understand the scope of his work. The core of training is quality. Education quality cannot be improved without the input of anybody else because it requires reform of the educational education system, office and framework improvements, educational modules, evaluation frameworks and much more which should be re-enforced by changing conditions and requirements. A nation's improvement depends entirely on its training. For the future prosperity of the student, what happens in homerooms and other learning conditions are essential. "News" or "new thoughts" means innovation. Innovation is or will be our goal, one of the courses of change. Imaginative practices have gone to show teachers who are ready to face the huge changes in the educational situation. Our teacher execution is improved through innovative practices. The innovative homeroom practice is known as new methodologies that improve the encouragements of learning in the hall of study. To move forward, to move in a single mode differently. Today Education is young as a science, it just begins to find itself as a name. We have to be extremely touchy to a number of advances in the information in training, as in various fields of connected learning.

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