



ISSN: 2249-894X
IMPACT FACTOR : 5.7631 (UIF)
UGC APPROVED JOURNAL NO. 48514
VOLUME - 8 | ISSUE - 8 | MAY - 2019



TO STUDY THE EFFECTIVENESS OF ICT TOOLS USED BY TECHNO SAVY TEACHERS

Dr. Disale M.S.

Assistant Professor , College of Education , Barshi .

ABSTRACT:

Concepts like constructivism, digitalism, mobile digital schools are emerging in today's education. With the advancement of technology, teachers also need time to stay updated with new tools. With the advent of the techno savvy movement, techno savvy teachers are taking shape. "Technology is the application of scientific and other coherent knowledge to the development of a more qualitative and effective education system."

KEYWORDS: *digitalism, mobile digital schools .*

❖ INTRODUCTION :

Today, with the rapid change in technology, teachers have started using technology for student development, administrative work, and development of their own personality. The teacher learned that innovation makes a lot of work easier in less time. Classroom teaching has become more effective by making videos.

Technological Schools and Teachers - There are many schools and teachers in Maharashtra who are conducting various experiments with the help of technology. Experiments done by teachers: Teachers did further experiments with the help of technology.

❖ STATEMENT OF PROBLEM : TO STUDY THE EFFECTIVENESS OF ICT TOOLS USED BY TECHNO SAVY TEACHERS

OBJECTIVES:

- 1) To study various educational ICT tools used by teachers.
- 2) To study the efforts made to provide and develop ICT tools in the school.
- 3) To study the nature and results of various experiments done by Techno savvy teachers regarding the use of ICT tools.
- 4) Study of ICT tools to study the effect on the teaching process.

❖ HYPOTHESIS:

There is no significant difference between the mean achievement test scores of experimental group and control group after experimentation.

❖ SAMPLE: -

5 Zilla Parishad schools selected from Barshi Taluka district, 100 students of Std. VIIth have been

selected on purposeful sampling method.

❖ RESEARCH METHODOLOGY:

Experiment method have been used in the present research. One group was taught traditional methods and the other group was taught ICT tools and tested the answers, and finally found differences in the performance of the students in both groups. A test constructed and validated by the investigator. Techno savvy teachers taught the topic for 4 hours on control & experiment group. After the treatment period, post-test was administered for evaluating & to see effectiveness of ICT tools.

TECHNIQUES :

The following ICT tools , apps and techniques were used for teaching-learning .

- 1) Tablets
- 2) Use of various offline apps.

- (Marathi Kids Apps, Marathi Kids Kindergarten, 100 Marathi Kids Stories, Changing World of Numbers, Marathi Babbage Songs, Marathi Kids Games etc.)
- 3) Daily online test. (testmoz, jilebi apps etc.)
 - 4) Various apps like reading animals, birds, alphabet from Play Store.
 - 5) Various educational games.
 - 6) Short Film – Video: Interacted on good habits, instructive things, environmental protection, and social issues.
 - 7) Projector: Used video to understand different concepts. E.g. (e-learning software Sundaram video.)
 - 8) Sound control / tape recorder: Listened to songs, stories, poems. Listened to programs. Essay reading, oratory, and storytelling.
 - 9) Text reading and various instructions to the children.
 - 10) Links of various educational apps reached to parents. (Marathi kids maths, good habit for kids, Marathi barakhadi kids aps, Marathi shloks.)
 - 11) Smart board: The most innovative invention in the digital process is the smart board. It could be used as a traditional chalk board.
 - 12) The children practiced drawing, letters, and numbers. Easily used various software.
 - 13) Educational materials were easily available through internet.

❖ INTERPRETATION:

| | Experimental group | Control group |
|-----------|--------------------|---------------|
| N | 50 | 50 |
| Mean | 16.96 | 10.58 |
| S.D. | 2.60 | 2.02 |
| 't' value | 3.69 | |

Achieved $t - (3.69)$ 0.05 is higher than the set $t -$ value (2.96) in the table for the degree of independence ($df = 48$) at the significance level. So the obtained $t -$ value is 0.05 more than the significance level. ICT tools developed for students' progress. We have to accept the hypothesis that the mean coefficient varies due to the ICT tools. Hence, we can say that the ICT tools increased the achievement of the students.

❖ CONCLUSION:

The results of this study reveal that ICT tools has an impact in teaching students as compare to traditional method.

❖ RECOMMENDATIONS:

1. Teachers should use ICT tools for teaching.
2. Teachers should use Smart boards, LCD Projectors.
3. Emphasis should be placed on virtual field trips visits and use of modern technology.
4. Give different online projects to the students.
5. Give them the opportunity to use various ICT tools.
8. There should be activities based on ICT tools that will allow the brain of the students to move.

REFERENCES:

1. Forgasz H, Rivera F (2012) 'Towards Equity in Mathematics Education: Gender, Culture, and Diversity', Springer publications.
2. Wilder S J, David P (2004) 'Teaching Secondary Mathematics with ICT' McGrawHill Education, UK.
3. Markus Hohenwarter and Keith Jones. "Ways Of Linking Geometry And Algebra: The Case Of Geogebra" Proceedings of the British Society for Research into Learning Mathematics, November (2007).

4. Himani Verma, "Innovative Use of ICT for Educational and Community Development: A Case Study of two Educational Initiatives in SSA Collaboration Schools in Tamil Nadu, India". Proceedings of the 19th Annual Conference of the Global Awareness Society International Jagiellonian University, Krakow, Poland.
5. Sharmila Devi, Mohammad Rizwaan, Subhash Chander, "ICT For Quality of Education in India" International Journal of Physical and Social Sciences, ISSN: 2249-5894, Volume 2, Issue 6, June 2012.
6. Adolphus, Telima and Aderonmu, temitope S.B. Comparative analysis of problem solving ability among JSS mathematics students using Computer – assisted instruction blended with problem solving approach (CAI-PS) Versus traditional teaching approach (TTP) in teaching basic statistics, American Journal of Scientific and Industrial Reasearch (2012).