



IJMIRD 2015; 2(3): 907-911
www.allsubjectjournal.com
Received: 02-03-2015
Accepted: 19-03-2015
e-ISSN: 2349-4182
p-ISSN: 2349-5979
Impact Factor: 3.762

Ranjit Kaur

Assistant Professor,
Department of Education,
Chaudhary Devi Lal
University, Sirsa.

Indu Bala

Research Scholar, Department
of Education, Chaudhary Devi
Lal University, Sirsa.

Shamshir Singh Dhillon

Assistant Professor, Centre for
Education, Central University
of Punjab, Bathinda.

Effectiveness of ICT blended with traditional method for teaching of human rights

Ranjit Kaur, Indu Bala, Shamshir Singh Dhillon

Abstract

Information and Communication Technology (ICT) is fastly becoming entity in all spheres of life. Use of ICT has fundamentally changed the procedure of all forms of enterprise with in business and governance. ICT also provides great opportunities to enhance educational system. Through ICT students can easily enhance their learning abilities and different skills. Thus the use of ICT in education bestows itself to more student-centered learning setting. The present generation is moving at a very fast pace towards the digitalised world and as a result the importance of ICT in education is bound to grow by leaps and bounds. As a result in the coming time only an appropriate, time bound education can help in empowerment of people with effective knowledge. This paper is an attempt to investigate and study the effectiveness of ICT in teaching- learning process. For this purpose, ICT facilitated teaching material on human rights was developed by the investigator under the guidance of supervisor. The result was found that teaching through ICT is better to improve the achievement scores in comparison to traditional method in teaching of human rights.

Keywords: ICT, Traditional method, Teaching, Learning, Experimental study.

1. Introduction

ICTs stand for Information and communication technologies and are defined as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information”. (M.P. Mishra, Vinay Kumar Sharma & R.C.Tripathi 2010). These technologies include *computers, the Internet, broadcasting technologies (radio and television), and telephony.* (Blurton 2005). Pelgrum and Law (2003) state that near the end of the 1980s, the term ‘computers’ was replaced by ‘IT’ (information technology) signifying a shift of focus from computing technology to the capacity to store and retrieve information and later on it was followed by the introduction of the term ‘ICT’ (information and communication technology) around 1992, when the facility of e-mail became available to the general public. (Pelgrum, W.J., Law, N., 2003). According to a **United Nations report** (1999) ICT field is very broad and covers provision of Internet services, ICT software, hardware equipment, libraries and documentation centers and provision of other related information and communication activities. (Adu, E.O. & Olatundun, S.A. 2013)

According to UNESCO (2002) information and communication technology (ICT) may be regarded as the combination of ‘Informatics technology’ with other related technology, specifically communication technology. The new and innovative products of ICT that are available in the market and are relevant to the field of education, such as Overhead Projectors, Filmstrip, slide projectors, Epidiascope, Smart classrooms, teleconferencing, CDs, radio broadcasts and language lab etc have been used in education for different purposes. (Ashish Hattangdi & Atanu Gosh 2005).

The ICTs have penetrated all the spheres of life. The field of education too has been influenced by ICTs, which have made remarkable changes in the field of teaching and learning process. (Esharenana, E.Adomi & Emperor Kpangban 2010). ICT increases the flexibility of delivery of education so that learners can get knowledge from anywhere and anytime. ICT also influences a way of students that how they can learn better. ICTs greatly facilitates the acquisition of knowledge and also offering great opportunities to enhance educational system. Through ICT students can easily enhance their learning abilities and different skills .Thus the use of ICT in education bestow itself to more student-centered learning setting. The present generation is moving at a very fast pace towards the digitalised world and as a result the importance of ICT in education is bound to grow by leaps and bounds. As a result in the coming time only an appropriate, time bound education can help in

Correspondence:

Shamshir Singh

Assistant Professor, Central
University of Punjab,
Bathinda.

empowerment of people with effective knowledge. It was rightly remarked by **Kothari Education Commission (1964-66)** that, "The destiny of India is being shaped in its classrooms". This statement shows the importance of education in modern India. So education must be of high quality, because only quality education can help in the progress of country and can bring positive changes among its people. (**Shazli Hasan Khan 2012**). ICT can make the classroom learning very lively, interesting and effective and the students can understand the concepts in a relatively simple and lucid manner. The purpose of ICT in education is to make students well-known with its uses. ICT provides an orderly arrangement of powerful tool that may help to create effective teaching-learning environment. ICTs that are commonly used in education are: (a) Multimedia PC, laptop, notebook (b) Digital video, still camera (c) LAN and other networks (d) www (world wide web) (e) CDs and DVDs (f) E-mail and Chat (g) Digital Libraries (h) Internet based research Micro computers.

It is usually believed that ICT can empower teachers and learners, making significant contribution to enhance abstract thinking and achievements. This paper describes an investigation on the effectiveness of ICT in teaching-learning process blended with traditional method of teaching. The investigator reviewed various studies pertaining to ICT and consulted researchers related to the study, to have a broad and comprehensive understanding of work done in the field. Some of the studies reviewed are as under:

Trushell, J. et al., (2003). This study examines 4 years pupil's recall of an interactive story book featuring cuds animations and sound effect (CASE). It compares two groups of people either reading or playing the interactive story book. The study considered pupil's recall of propositions, which formed the story telling and episodes and of micro proposition and characters names and pupil's response to inferential items derived from the interactive story book. Result of the study indicates that, whatever reading or playing, pupils' recall of story setting was sound, but pupils who had read the interactive story book demonstrated greater recall of story stricter than those had engaged in interactive picture play. It was also found that pupils who had played the interactive story book demonstrated greater recall of micro propositions and character names. (**J.Trushell 2003**). The authors recommend the supplemental CASE, should be employed judiciously by authors, translators and designers of any interactive story book.

Sutherland Rosamund (2004). The study explores the relationship between ICT and learning in English schools. It draws on preliminary result of interactive education project, which is concerned with learning within the subject area of English, history, geography, mathematics, music modern, foreign and science. It is predicated on the view that ICT alone does not enhance learning is fundamentally flawed in that it fails to take into account the social, cultural and historical aspects of learning. It misleads teachers who often think that they can develop the responsibility for learning to ICT alone.

Sutherland, R, et al. (2004). This paper focus on the development and evaluation teaching and learning with ICT across a range of subjects. The authors have argued that although there is an extensive research based on teaching and learning without ICT, which could inform teaching and learning with ICT, such research has systematically been drawn upon by policy makers when developing curriculum

and guidelines for teachers on how to use ICT in the classroom. They have highlighted the complexity of the cultural influences that impact on teaching and learning with ICT in the classroom. They suggest that these dynamic influences have to be understood in order to adequate policy for integration of ICT into subject teachings. They also propose that if teaching can find ways of drawing upon the distributed expertise to all the students in a class, then the learning of whole class can be enhanced.

Biswas, Rajan kumar (2006). It was found the education through technological devices plays an important role in the overall development of the students. Under such technological devices, the reach of television is quite wide because of its efficiency utilization for giving the benefit to the target viewers. Invention of television, produced by CIET was field tested among the students and teachers of two central schools. This study also focuses that the students of experimental group benefited by observing education television program achieved high score as compared to control group benefited by classroom teaching through traditional method.

Wood, Ruth and Ash field, Jean, (2008). considered that interactive whiteboard may support and entrance pedagogic practice through whole-class teaching with in literacy and numeric. Data collected from observation of whole class lessons, alongside individual interviews and focus group discussion with class teachers and initial teacher education student, has provided opportunities to consider the possibility of such technology to facilitate a more creative approach to whole class teaching. The data suggests that the special features of information and communication technology such as interactivity, provisionally; speed, capacity, and range enhance the delivery and Perce of the Asian. The research seems to indicate that it is the skill and professional knowledge of the teacher who mediates the interaction, and facilitates the development of pupils' creative responses at the interface of technology, which is critical to the enhancement of the whole classroom teaching and learning process.

Nimavathi, V and Gnanadevair, R. (2009). During this study, the sample consisted of 180 students of secondary school (IX class). The pre-test and post-test equivalent group design was followed for this study. Study habits investor by B.C. Patel was used to assess the study habits of secondary school students and data analyzed by using t-test. The study found that the students learning with the help of multimedia fared better in their study habits than the students learning through conventional method.

Ambasana, Anil (2009). In this study, the sample was of 40 students of grade X. The students' assisted remedial instruction was of unit light. After the data analysis it was found that computer assisted instruction program in remediation task was found to be successful as the students were able to overcome the difficult points in the content. Hence utilization of computer technology in remedial instruction was found effective.

Swami, A.M. Ajatha (2010). In this study the sample of 100 high school students and 40 teachers taken from 5 talukas of Bijapur district of Karnataka. The tools used were test of internet awareness and test of competence of use of internet. The researcher used mean, SD and t-test for the analysis of score obtained. It was found that the training program is able to create awareness regarding internet and internet competence in high school students. Further, the program has incidentally enhanced the interest awareness

and competence of teachers who were associated with the project.

Operational Definition

ICT facilitated teaching material on human rights was developed by investigator with the help of supervisor. This teaching material was taught to the students through ICT blended with traditional method to check the achievement scores of the students.

Objective and Methodology

The objectives of the study were to: (i) to develop an ICT facilitated material on human rights for XI class students (ii) to study the effectiveness of ICT facilitated teaching material on the achievement scores of XI class students on the topic of human rights (iii) to study the effectiveness of ICT facilitated material on the achievement scores of boys and girls of XI class on the topic of human rights.

Hypotheses

The study attempts to validate the results through following hypothesis:

H1: There exists no significant difference between the achievement scores of boys and girls of XI class taught human rights through traditional method.

H2: There exists no significant difference between the achievement scores of boys and girls of XI class taught human rights through ICT facilitated material.

H3: There exists no significant difference between the achievement scores of XI class students taught through ICT facilitated material blended with traditional method.

Tools used

Self-made ICT facilitated material on human rights was developed by investigator under the guidance of the supervisor.

Sampling

The present study was experimental cum developmental by nature. 50 students were selected **randomly** from a single school purposively for this study. Teaching material on human rights was taught to the students through ICT, traditional method and ICT blended with traditional method. Investigator conducted her teaching in two groups: experimental and control group.

Methodology

Data Collection

The data was collected in a three phase manner firstly, through well structured ICT facilitated material on human rights. Secondly, data was collected through traditional method and at last data was collected through ICT facilitated material blended with traditional method.

Data Analysis and Interpretation

After collecting the data, the data was analyzed and interpreted accordingly. Interpretation of data was based on the study objectives and hypotheses framed for the study. The statistical tools and techniques used in the present study are Mean, S.D. and 't' test.

Results and Discussion

Table 1: No significant difference exists between the achievement scores of boys and girls of (XI class) taught human rights through traditional method.

Traditional Method	Mean	N	Std. Deviation	"t" ratio	Level of Sig.
Boys	12.88	50	10.19	2.06	at 0.05
Girls	17.96	50	14.15		

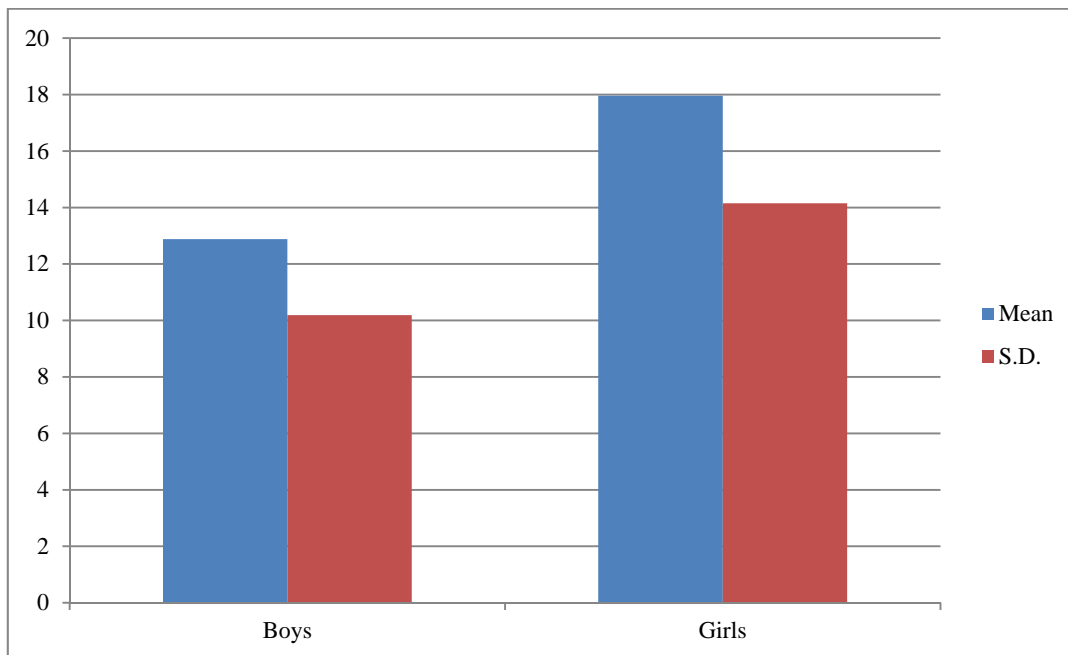


Fig 1: Showing Mean and S.D. of Boys and Girls of XI class taught human rights through through Traditional method

Degree of freedom is= 48

't' value at 48 degree of freedom is 2.008

The calculated value of 't' is smaller than the table value. It means that there is no significant difference in the

achievement scores of boys and girls of (XI class) taught human rights through traditional method. It means that use of ICT material with traditional method can enhance students learning more effectively. Hypothesis-1 is accepted.

Table 2: No significant difference exists in the achievement scores of boys and girls of XI class taught human rights through ICT facilitated material.

ICT Method	Mean	N	Std. Deviation	"t" ratio	Level of sig.
Boys	20.16	50	15.91	1.15	at 0.05
Girls	23.57	50	13.61		

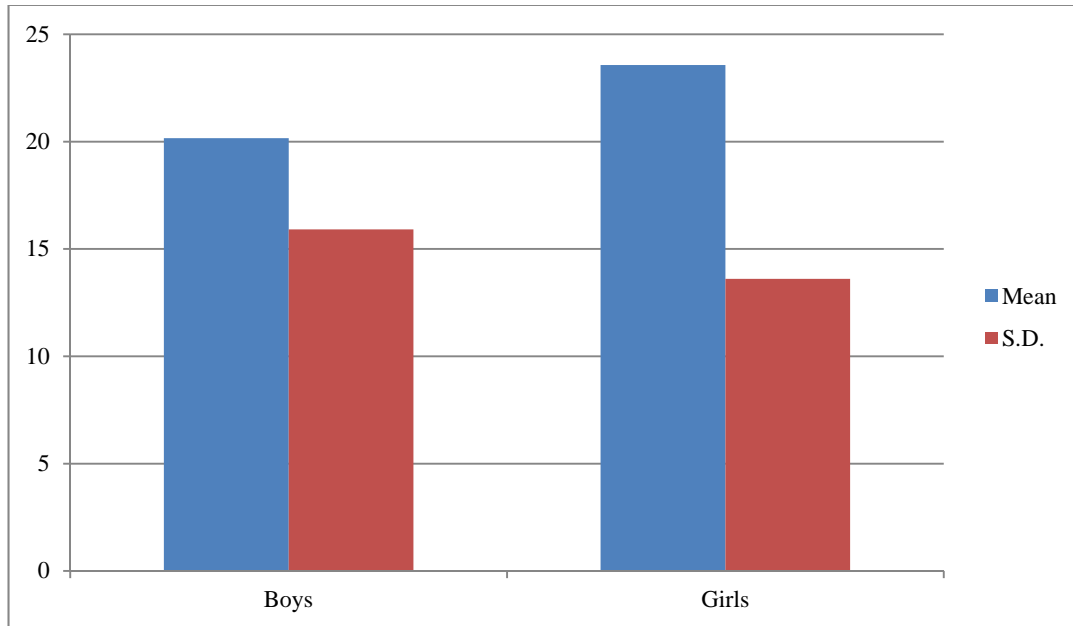


Fig 2: Showing Mean and S.D. of Boys and Girls of XI class taught human rights through ICT facilitated material.

Degree of freedom is= 48

't' value at 48 degree of freedom is 2.008

The calculated value of 't' is smaller than the table value. It means that no significant difference exists in the achievement scores of boys and girls of (XI class) taught

human rights through ICT facilitated material method. It shows that students can learn better when ICT is blended with traditional method. Hypothesis is accepted.

Table 3: No significant difference exists between the achievement scores of XI class students taught human rights through ICT facilitated material blended with traditional method.

Paired Samples Statistics						
Traditional & ICT Methods	Mean	N	Std. Deviation	"t" ratio	Level of sig.	
Pair 1 Boys& Girls	21.79	50	14.79	2.150	at 0.05	
Pair 2 Boys & Girls	29.11	50	19.66			

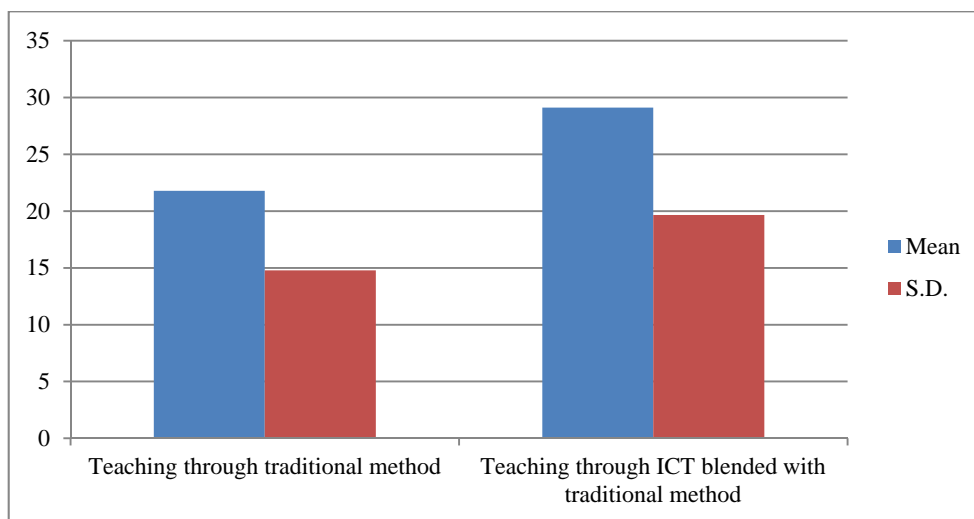


Fig 3: Showing Mean and S.D. of Boys and Girls of XI class taught human rights through ICT facilitated material blended with traditional method.

Degree of freedom is= 48

't' value at 48 degree of freedom is 2.008 . The calculated value of 't' is larger than the table value. It means that there exists significant difference in the achievement scores of XI

class students taught through ICT facilitated material blended with traditional method. It shows that the use of ICT blended with traditional method has positive effect on students learning. Hypotheses-3 is rejected.

Conclusions and Recommendations

Overall, it was concluded that: (i) There exists significant difference in the achievement scores of students taught through ICT blended with traditional method, (ii) Significant difference was found with regard to understanding of all students with the effect of ICT in teaching. ICTs will soon become a strong agent for change among many educational practices. Use of ICTs in education has a positive impact on teaching and learning. It would also provide positive environment and motivation that will help students to enhance their achievements and performance.

References

1. Adu, E.O. & Olatundun, S.A. (2013). The use and management of ICT in schools: Strategies for school leaders. *European Journal Of computer Science and Information Technology*. Vol.1 No.2, pp.10-16.
2. Ambasana, Anil (2009). Utilization of computer technology in remedial instruction, *Edutracks*, 9 (4) 32-34.
3. Ashish Hattangdi & Atanu Gosh. (2005). Enhancing the Quality and accessibility of higher education through the use of Information and communication technologies. (www.iitk.ac.in)
4. Blurton, C. (2005): New Direction of use in education available online <http://www.unesco.org/education/echicprog/inst/edict.pdf> /accessed may 2005
5. Biswas, Rajan kumar (2006). Effectiveness of educational television program: Invasion of television produced by CIET, NCERT. *Journal of Indian Education*. 127-135.
6. Esharenana, E.Adomi & Emperor Kpangban (2010). Application of ICT in Nigerian Secondary Schools. *Library Philosophy and Practice*. (E- Journal).
7. Kothari Education Commission. (1964-66). The Destiny of India is shaped in its classrooms.
8. Janardan Pawar, Aswini Shende, Sarita Byagar and Shivendu Bhushan. (2012). Role of ICT in Education: A Case study of Indra college. *International Journal of Management*.
9. Lucy Dzandu & Perpetua Dadzie. (2012). Facilitating ICT adoption among research scientists in Ghana. *Library Philosophy and Practice*. (E- Journal).
10. M.P. Mishra, Vinay Kumar Sharma & R.C.Tripathi. (2010). ICT as a tool for teaching and learning in respect of learner with disability. <http://www.e-bility.com/links/software.php>.
11. Nimavathi, V and Gnanadevair, R. (2009). Developing study habits through multimedia program, *Edutracks*, 9 (3) 33-35.
12. Pelgrum, W. J., Law, N. (2003) "ICT in Education around the World: Trends, Problems and Prospects" UNESCO- International Institute for Educational Planning.
13. Ron Oliver. (2003). The role of ICT in Higher Education for 21st century: ICT as a change agent. *Cite Seer X*.
14. Sarwade, M.P., Jadhav, A.P. & Gade, A.D. (2014). Use of ICT in Higher Education. *E- Library Science Research Journal*. Vol. 2. Issue 9.
15. Sanyal, B. C. (2001). 'New functions of higher education and ICT to achieve education for all', Paper prepared for the Expert Round table on University and Technology for Literacy and Education Partnership in Developing Countries, International Institute for Educational Planning, UNESCO, September 10 to 12, Paris.
16. Sharma, R. (2003). 'Barriers in Using Technology for Education in Developing Countries', Singapore schools', *Computers & Education* Vol .41, No.(1),pp. 49--63.
17. Singh, Shamshir and Kaur, Ranjit, (2011). ICT: Transforming classrooms of 21st Century. *Academic Views and Reviews. An International Journal of Education, Research and Innovation*. Vol.1, pp-170-173.
18. Singh, Shamshir and Kaur, Ranjit, (2014). Social Networking Technologies as a Tool for Effective learning. *Academicia. An International Multidisciplinary Research Journal*. Vol. 4, Issue 12, pp. 1-5.
19. Syed Noor-Ul-Amin. (2013). An Effective use of ICT for Education and Learning by Drawing on Worldwide Knowledge, Research, and Experience.
20. Shazli Hasan Khan. (2012). Integration of ICT component in teacher educational Institutions. An Unavoidable step towards transforming quality of present teacher education system. *Indian Stream Research Journal*. Vol.1. Issue 5, pp.1-4.
21. Sutherland Rosamund (2004), Design for learning: ICT and knowledge in the classroom computer and education, 43 (1-2), 5-16.
22. Sutherland, R, et al. (2004) Transforming teaching and learning: Embedding ICT into everyday classroom practices. *Journal of computer assisted learning*, 20 (6), 413-425.
23. Swami, A.M. Agatha (2010). Internet awareness and competence among high school students. *Edutracks*, 9 (7) 41-43.
24. Trushell, J. *et al.*, (2003) Pupils recall of an interactive story book on CD-ROM. *Journal of Computer Assisted learning*. 19 (1) 80-89.
25. Wood, Ruth and Ash field, Jean, (2008) .The Use of Interactive White board for creative teaching and learning in literacy and mathematics: A Case study, *British Journal of Educational Technology*, Vol.39, Issue 1, pp. 84-86.