



Class-Room Environment in Globalised World

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ABSTRACT

Technological inventions have made student's life more challenging. Learning through technological devices has joyful and interesting experience. Several researches taking different dimensions of educational technology have been performed by researchers. These all proved that learning through technological aids enhances the achievement of the students. They scored significantly higher than those taught through the conventional method. These all in turn presents a demand to replace the conventional class-room by the smart class-room. These class-rooms are helpful to make the learning experiences more realistic, and joyful. No doubt, technological devices provide an opportunity to the learners to use creative talent and full use of the potential available in digital multimedia as to prepare them to face the challenges of globalised world.

KEYWORDS: Classroom environment, globalised world

Technology in the class-room

The field of education has been influenced by the increased use of science and technological advancements. This influence is so great and profound that it has given rise to a new discipline called, 'Educational Technology'. The concept of Educational Technology refers to the application of technological principles to the solution of the practical educational problems on the one hand and to the development of electro-mechanic instruments for educational purposes on the others. It signifies a system on technological approach to the problem of education. Thus technological inputs is being developed with the aim not only of making education more widely available but also of improving the quality of education which is already available- Information Technology revolution has also embraced the education system a massive and rapid computerization process throughout the world.

Talking about various inventions we would like to say that introducing 'Information Technology' in educational setting is a major endeavour. Computer based instruction prove to be a realistic substitute for natural experiences that might otherwise be impractical and time consuming. However, usage of computer is yet to reach many homes in the country. Undoubtedly, it was the computerisation of railway passenger reservationsystem in 1986 that brought computers closeto masses. Not only that internet and E-commerce are also being used in solving daily life activities of a common person in India.

It has also been observed that new technological inventions has influenced the lives of students to a greater extent. Students get direct informations that is continuous, updated, timely and reliable. These informations assist them to solve their daily life problems and help them in making more informed decisions. No doubt, computers, e-mail services, internet programmes all are become integral part of life of today's students. They all are able to proceed their lives in a better way. Even students like to go computer centres to collect the message through e-mail services. The day is not far when the post-office will become history. Use of internet is also common among students. They like to search informations on all issues related to arts, business, science and social aspects. It has also been realised that in free time students like to enjoy a cable programmes and to act on cybercafe talking with friends and exchange their views freely, such quick and rapid interaction helps to mould the personality of the students in various direction. They have become so confident that they prefer to see those programme having joyful knowledge. They do not hesitate even to select their career plans. The internet programmes are very useful for the students who want to carry their studies at home. Indira Gandhi National Open University (IGNOU) is playing a significant role in this direction.

Research Evidences

Research evidences may be classified under the following categories – researches related to :

1. Video and ETV programmes
2. Instructional Technology, Audio-Video and Teaching aids
3. Computer and Computer Assisted Instruction

The detail description of each head is given below :

1. Video and ETV Programmes

Kaswaker (1996) undertook for her Ph.D. work construction and effectiveness of multimedia package to develop population awareness. She found that it was significantly effective in comparison to actual method. Multi-media package was more effective in changing the attitude of teacher-trainees.

Singh and Kaur (1997) studied the impact of television programme on socio-psychological behavior of urban primary school children. It was found that the duration of television viewing did not influence viewers on quality like alertness, boldness, cheerfulness, braveness, tidiness, self confidence, friendship and leadership.

Agarwalla (1998) did her Ph.D. work to study educational impact of TV programmes on social and moral development of women in Greater Guwahati region. The study revealed that sex, violence and offensive language made a negative impact on the viewer.

Ilangovan (1998) undertook Ph.D. work on effectiveness of audio-video intervention in developing listening comprehension in English. It was found that media based on interactive group teaching (MNGT) was more effective in comparison to conventional teaching method (CTM).

2. Instructional Technology, Audio-Video and Teaching Aids

Gaikwad, K.D. (1993) investigated the effect of mastery over theory and planning skills upon teachers performance of concept attainment model at his Ph.D. level. Mastery as well as planning skills jointly made the significant impact on teacher performance.

Desai (1994) studied the effectiveness of graphics and projected aids in teaching food and nutrition. He found that graphic aids were more effective than projected aids. Students with higher Intelligent Quotient (IQ) and socio-economic status (SES) secured more on achievement and retention than those with lesser IQ and SES.

Singh (1994) compared inductive thinking model (ITM) with traditional method (TM) of teaching economics to class XI students and found that ITM was more effective than TM.

Raina (1995) made an extensive survey of instructional methods used by history teachers. He found that out of the sample surveyed only 7% used archaeological findings, documents and coins. Only 20% teachers occasionally used radio and 23% used remedial and enrichment method.

Bhangoo and Sidhu (1997) studied the impact of selected audio-visual aids on food hygiene knowledge of secondary school students. They found that students taught with audio-visual materials performed better than the controlled group.

Kumar (1998) took up a study to look into problems and prospects of educational media. He found that teachers, by and large, had profes-

sional orientation but lacked training in educational media. Most of the teachers had positive attitude towards educational media but a few felt they had poor media operating capability.

Kannan (1998) found that teacher educators used education technology (E.T.) rarely in the classroom. Khemchandani (1998) undertook a study on the use of technological devices by academic counsellor of IGNOU study centres and found that 30% of the counselor didn't use any of the devices – overhead projector or audio-video cassette. Nearly 90% of the counsellor never used videotext. In general academic counsellors were not satisfied with educational technology because of the low turnout of the students.

Agarwal and Mohanty (1998) undertook a meta study to see the effectiveness of multimedia (MM), programmed learning method (PLM) and traditional method, and found that students' performance taught by MM and PLM were significantly higher than those taught by traditional method (TM).

3. Computer and Computer Assisted Instruction

Shah and Agarwal (1994) conducted a research study to evaluate teachers' attitude towards computer education as well as Computer Assisted Instruction (CAI). They found positive attitude in all the groups, though female teachers showed more positive attitude towards computer assisted instruction (CAI).

Agarwal (1995) undertook a comparative study of conceptual understanding by programmed learning and computer assisted Instruction (CAI) and the both were very effective, however programme learning was found better than computer assisted instruction.

Biswal (1995) studied for his Ph.D. work the development of computer-based time-space personnel management system (TSPMS). He found that the manual system was quite poor in comparison to computer generated TSPMS. It helped create different formats, and in generating co-curricular time-table. It helped in even distribution of working load on teachers.

Rangaraj (1997) studied the effectiveness of computer assisted instruction (CAI) in teaching physics. He found that CAI as support system (CAISS) was much better than CAI as individualized instruction. Retention was also higher when taught through CAISS.

Rouquiea, U. (2001) made a study on attitude of prospective teachers towards contribution of information technology with special reference to school education. 100 prospective teachers from department of education, AMU, Aligarh were selected for the study. It was found that significant difference was not found between the attitude of prospective male and female teachers towards the role of information technology for progress and development.

Sultana (2001) conducted a study entitled "The attitude of IX class students towards computer and their achievement in science". The major finding of the study was that the students having the most favourable attitude towards computer had significantly higher achievements in science as compared to those who had the least favourable attitude.

Siddiqui, U. (2002) studied the attitude of secondary school students towards information technology. The variables used in the study were gender, religion, academic achievement, school type, parental education and occupation. It was found that there exists a feeling of favourable attitude towards information technology among the majority of secondary school students.

Sharma, B. (2002) studied the attitude of secondary school students towards information technology. The significant difference was not found between the attitude of male and female teachers towards the role of information technology.

Annaraja, P. and Joseph, N.M. (2006) made a study to find the difference between male and female teachers trainees' attitude towards information and communication technology. No significant difference was found between male and female teacher trainees in their attitude towards information and communication technology.

Vandana and Tanvi (2007), studied the students' attitude towards the use of information technology in education. This study investigated

the success of technology and internet-enriched teaching and learning environment in attitudes along students towards using the information technology for learning at North Indian Engineering Institutes. Findings of the student indicate that students have positive attitude towards using the internet is a learning tool, adequate basic knowledge of the internet and viewed the learning environment on supportive of using the internet for learning.

Khan, N. (2007) studied the attitude of University teachers towards information and communication technology (ICT) and the factors inhibiting its use in Higher Education. Major findings of the study were the level of information and communication technology use by university teachers is satisfactory but there is little transfer of these competencies to teaching practices. There is no significant difference in the attitude of male and female university teachers towards information and communication technology.

After reviewing the above mentioned researches following conclusion can be drawn :

1. Students get quick and exact informations on any topic which is current and accurate also. These affect the knowledge level of students that ultimately has significant impact on academic achievement of students. In this connection a study was made by Singh B.K. (1983) on technology in educational growth and development in the secondary schools of Bihar and its impact on the achievement of the students. A majority of the teachers had opined that educational technology had changed the classroom teaching-learning process to a great extent and also made an attitudinal change among the learners.
2. The basic philosophy behind learning through technological devices is that education should be an individual activity to a much greater extent. Therefore learner moves at his own speed according to his ability and potential hence outcomes of learning are more fruitful. For evidence we may quote the study of Singh, R.D. (1991) who took up the study to see the effectiveness of computer Assisted instruction (CAI) in teaching mathematics. He found that students who used the computer, scored significantly higher than those taught through the conventional method.
3. Student get various learning experiences, thus learning through technological devices is joyful and interesting.
4. In conventional method of teaching students listen an inspirational talk given by the teacher. But learning through technological devices takes place with the help of various technological aids hence learning through it is more fruitful in terms of student's achievement.
5. Learner participates whole heartedly in the learning process, therefore more chances of success.
6. Learning through technological devices fulfils the principle of learning that learner's learn best if they use their sense in acquiring knowledge. As they grow older, they become able to learn in a more abstract way.
7. Since teaching through technological devices takes place in a small group thus learning is more effective as in comparison to traditional classroom where a large group of students is taught by single teacher.
8. The use of information technology helps to develop leadership qualities and communication skills in the students.

Therefore, it would be better to say that through technological devices teachers are encouraging the learners to live a better life in future. Today's class-room environment is suitable for encouraging the students to face the challenges of globalised world.

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