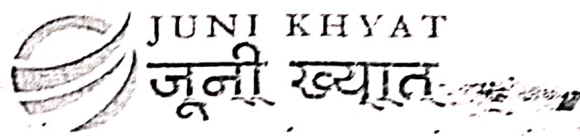


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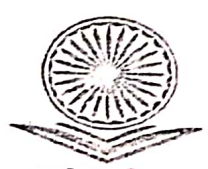
EFFECT OF ICT ON LEARNING OUTCOMES OF PUPIL-TEACHERS OF KALAHANDI UNIVERSITY, BHAWANIPATNA IN RELATION TO COVID-19 PANDEMIC SITUATION

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INTRODUCTION

ICT refers to the use of computer-based communications technology that serves as a network to find information. This includes computer hardware and software that can be used for teaching and learning and information resources (Goay and Wong, 2003). In the 21st century human beings use Information and Communications Technology (ICT) in every spheres of life. The human society has undergone through a sea change due to the increasing use of science and technology. We live in better houses, have better medical facilities. It cannot be denied that the application of science and technology has resulted in an immense improvement in quality of things. Whatever may be the field the use of science and technology brought about both qualitative and quantitative improvement.

There is a worldwide belief that ICTs can empowers teachers and learners transforming learning and teaching processes from highly teacher dominated to students-centred and this transformation resulted in increased learning goals as opportunities for learners to develop their creativity, problem solving abilities, communication skills informational reasoning skills and other higher order thinking skills. According to Chan (2002) "the main contribution of ICTs is that it offers a access to a lot of data and information which the teachers can utilize for teaching and learning in class. ICT is a tool and a way to improve the pedagogy of teaching, building a more effective original structure in schools, stronger links between schools and the community and empower students."

The usage of ICT in the field of education has tremendously improved the student's performances in their learning processes. As ICT accelerates learning process of students their achievement is increasing day by day. Generally there are two important factors which have compelled the teachers and administrators to think of the modernization of the out dated educational system. These factors are population explosion and knowledge explosion. But recently the whole world unfortunately meets an infectious disease that is COVID-19 causes by the SARS-CoV-2 Virus. In the field of education, this emergency has led to the massive closure of face to face activities of educational institutions in more than 190 countries including India in order to prevent the spread of the virus and mitigate its impact. At such difficult situation it is Information and Communications Technology which helps to continue educational process in a different way. So this is also one of the most important factors as global calamities. the use of ICT not only solved the educational problem but also advanced the students learning outcomes.

REVIEW OF RELATED LITERATURE

For this study the investigator has referred the following studies:-

- **Dodmani (2019)** conducted a study on "The Effects of ICT: Use in Teaching and Learning on Achievement of Students in Science Subjects in a Primary School in Karnataka" and have found that ICT in science lesson has positive impact on students' achievements. Schools must strive to increase usage of ICT amongst teachers. On the other hand, teachers should put more effort to use ICT in other science lesson in order to increase students' achievements.

Pozo et.al. (2020) conducted a study on "Teaching and Learning in Times of COVID-19: Uses of Digital Technologies during Schools Lockdowns", and has found that teachers carried out significantly more activities oriented to reproductive learning than constructive ones. In other words, they preferred teacher-centered activities to students-centered ones.

Di Pietro et.al (2020) conducted a study on "The Likely Impact of COVID-19 on Education: Reflections based on the Existing Literature and Recent International Datasets", and have found that the effects of COVID-19 on student's achievement are likely to vary according to socio-economic status. Students from less advantaged background are likely to experience a large decline in learning compared to their more advantaged counterparts

Sharma (2021) conducted a study on "Education through ICT Initiatives during the Pandemic in India" and have found that in the Post-Covid world, a blended mode of learning will help to systematically fill this gape and make students and teachers more comfortable with the digital shift. The pandemic has helped realizing the potential of blended learning to be able to reach the remotest part as well. It has also helped teachers and students in exploring various options available for their learning.

Pokhrel, S. and Chhetri, Roshan (2021) conducted a study on "The Impact of Covid-19 Pandemic on Teaching and Learning" and have found that Pedagogy available used for face-to-face learning is not feasible for online learning. Though a range of pedagogy has been devised for online and distance learning. Teachers who are technologically backward require proper professional development and training in order to orient themselves toward their students.

However, there are a lot of studies and workshops have been done on the effect of ICT in learning outcomes and COVID-19 on the different states and parts of India and abroad as well. But nobody has conducted the study on the above topic in Odisha. Further, the students of Kalahandi University as a newly upgraded university of Kalahandi District has been also untouched in this regard, there by a research gap has been acquired. Therefore, the proposed study is an attempt to fulfill such research gap goal.

RATIONALE OF THE STUDY

The rationale of the study is very significant for the research process. It helps one to locate the research problems in concerned field as well as to guide and support the research work presently undertaken. It promotes a greater understanding of the problem and its crucial aspects. It ensures the avoidance of unnecessary duplication to the world of knowledge.

Main impact of ICT in education is to prepare the students to live effectively & it will also help to develop intellectual powers of the students & transmit the knowledge & wisdom of the society to the new generation. Now-a-days the world is changing rapidly with the technological advancement. So students must cater with the needs of society and can increase their learning outcomes.

Many researchers have conducted different researches about the Impact of ICT on learning outcomes and Uses of ICT in COVID-19 pandemic situations. They have found certain common & different findings. It is observed that the students of different stages suffered in their learning activities in the unexpected situations of COVID-19 pandemic disease. This problem also seems to be very acute in Kalahandi district. Hence the researcher has taken an attitude to conduct the proposed study to see the impact of ICT on learning outcomes in COVID-19 pandemic situation of the students of B.Ed. Program of Kalahandi University, Odisha.

STATEMENT OF THE PROBLEM

In order to seek the answer to the above research questions, the researcher has taken the present study entitled as:

"EFFECT OF ICT ON LEARNING OUTCOMES OF PUPIL-TEACHERS OF KALAHANDI UNIVERSITY, BHAWANIPATNA IN RELATION TO COVID-19 PANDEMIC SITUATION"

OPERATIONAL DEFINITIONS OF THE TERMS USED

Effect: A change which is a result or consequences of an action or other cause.

ICT: Information and Communications Technology.

Learning outcomes: Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular class or course.

COVID-19: An infectious disease that is caused by the SARS-CoV-2 Virus.

Kalahandi University: A state university of Odisha.

Pupil-Teachers: The students who belong to B. Ed. First year and second year.

OBJECTIVES OF THE STUDY

To study the effect of integrating ICT on learning outcomes of pupil teachers of Kalahandi University.

HYPOTHESIS OF THE STUDY

H01:-There would be no significant difference between the learning outcomes of male and female B.Ed. students of KU, Bhawanipatna after integrating ICT in their teaching learning activities.

H02:-There would be no significant difference between the learning outcomes of Arts and Science B.Ed. students of KU, Bhawanipatna after integrating ICT in their teaching learning activities.

DELIMITATIONS OF THE STUDY

The study will be limited to the pupil-teachers of B. Ed. Program of Kalahandi University, Bhawanipatna only.

METHODOLOGY

Method/Design: Descriptive survey method will be followed in the present study.

Population: All the pupil-teachers of B. Ed. Program of Kalahandi University will constitute the population of the study.

Sample: A sample of 100 pupil-teachers students (50 male and 50 female of both the streams Arts and Science) in Kalahandi University will be selected randomly as sample.

Tool: The following tool will be used for the collection of data.

• For the present study the researcher has used the scale - **Attitude towards Information Technology for Teachers** made by Nasrin & Fatima Islahi for collecting the relevant data. This scale consists of 30 items divided into 4 areas -

1. Impact of IT
 2. Usefulness for students
 3. Productivity for Teaching
 4. Teacher's interest and acceptance
- It was administered on secondary school teachers.

COLLECTION OF DATA

The researcher personally visited the Kalahandi University for the collection of data from the students.

ANALYSIS AND INTERPRETATION OF DATA

The collected data was analyzed quantitatively by using the statistical procedures as follows:-

- Descriptive Statistics- mean & SD

Inferential Statistics- t-test

OUTCOMES OF THE STUDY

The study gave a clear cut idea about-
The effect of integrating ICT in teaching learning activity of students of B. Ed. Program of Kalahandi University.
The differences if exist between the learning outcomes of the students of B. Ed. Program of Kalahandi University in relation to Gender and stream.

TESTING OF HYPOTHESIS:-

H01:-There would be no significant difference between the learning outcomes of male and female B.Ed. students of KU, Bhawanipatna after integrating ICT in their teaching learning activities.

Group	H	Mean	S.D.	Df	't' ratio	Significance
Male pupil teachers	50	83.72	3.40	98	0.47	Not Significant
Female pupil teachers	50	84.04	3.39			

ANALYSIS:-

it is observed from the table that there is no significant difference between the learning outcomes of male and female B.Ed. students of KU, Bhawanipatna after integrating ICT in their teaching learning activities because learning is the adaptation of skills it is not based on gender.

H02:-There would be no significant difference between the learning outcomes of Arts and Science B.Ed. students of KU, Bhawanipatna after integrating ICT in their teaching learning activities.

Group	H	Mean	SD	Df	't' ratio	Significance
Science B.Ed students	50	83.72	3.40	98	0.93	Not Significant
Arts B.Ed students	50	80.08	4.76			

ANALYSIS:-

it is observed from the table that there is no significant difference between the learning outcomes of Arts and Science B.Ed. students of KU, Bhawanipatna after integrating ICT in their teaching learning activities because in the present scenario resources are equally accessible to both Arts and Science students.

CONCLUSION:- It can be easily concluded that there are ample of opportunities for all those who wish to learn , gender and streams are no longer a barrier in the process. ICT plays the same role in our information and communication process and their outcomes, as played by other technologies in making our life comfortable and purposeful. ICT in education has tremendous potential to serve and help the people connected with the process and product of education in many ways.

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