

Study the Impact of Technology on Teaching of mother tongue (Punjabi)

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INTRODUCTION

Today technology of education is being developed with the aim not only of making education more widely available, but also of improving the quality of education. Practice of teaching is today entering a period of revolution. The teacher of today does not consider the child as a vessel waiting to be filled up with facts, nor as a pliable plastic material which can be transformed into any shape enabling him to project his idea on it but the modern teacher considers each child as a kin to a plant and helps the child to grow according to his abilities and aptitudes. As a result of the impact of educational technology, a few ideas have acquired currency in education, Educational technology implies a behavioural science approach to teaching and learning and it makes use of pertinent scientific and technological aids in its wide sense as understood today, includes "the development, application and evaluation of systems, techniques and aids in the field of learning".

A Punjabi teacher should understand the different technologies (aids) to make the teaching of language meaningful and understandable to the learner. The moment a student comes into Punjabi teacher's presence, he must inhale the Punjabi fragrance and wholly impregnated with Punjabi. It is possible only when the teacher makes use of Technology in the teaching.

Technology can be helpful to the teacher of Punjabi in a number of ways. It can:

more variety and interest into language lessons.

Stimulate children to speak Punjabi as well as to read and write.

Help the children to remember language items longer and ensure better participation help in the formation of language habits by repetition, drill and constant practice.

Add to the teacher's efficiency by saving his time and energy.

Moreover, the need of technology for presenting learning material in a meaningful way has grown out of the inability of words and abstraction to describe and explain. Everyone admits that if words are inadequate the next best procedure would be to have the learner come close to the objective or events to be studied. But this is generally impossible, the next best means is to bring replica of materials directly to class-room by technology. Another function of such technology is to make an appeal to those senses that can respond adequately.

In the absence of good repertoire of alternative teaching strategies, teachers have failed to teach Punjabi effectively to the students. Technology can be of great help in this respect. Thus it becomes essential to investigate into the efficiency of these aids in Indian context.

Teaching of mother tongue in our schools is unscientific and defective. Teacher rarely uses teaching technology like multimedia, Instructional technology etc. They adopt lecture method and text book method. Students are made to mug up even stories and poems. This procedure is boring. Students are passive partners in the learning process. No attempt is made to arouse their creativeness or encourage their self-expression so what they learn is poor learning. But teachers must know that technology like instructional technology enhances learning.

A very few studies have been carried out to examine the effect of technology on students of different grade levels. The present study was under to arrive at some precise conclusions in this regard.

Objectives of the Study

- 1.To compare the performance of the students taught with the help of technology and without technology in the teaching of Punjabi (Poems)
- 2.To compare the performance of the students taught with the help of technology and without technology in the teaching of Punjabi (Stories).
- 3.To have a comparative analysis of the performance of male students taught with the help of technology and without technology (Poems and Stories).
4. To have a comparative analysis of the performance of female students taught with the help of technology (Poems and Stories).

Hypotheses

1. Significant differences will exist between the performance of experimental group (taught with the help of technology) and control group (taught without technology) in teaching of Punjabi (stories)
2. Significant differences will be found between the performance of experimental group (taught without technology) in teaching of Punjabi (poems).
3. There will be a significant difference between the performance of male students of control group and experimental group in teaching of Punjab (Poems).
4. There will be a significant difference between the performance of male students of control group and experimental group in teaching of Punjabi (stories).
5. Significant difference will exist between the performance of female student of control group and experimental group in teaching of Punjabi (Poems).
6. Significant difference will exist between the performance of female students of control group and experimental group in teaching of Punjabi (Stories)

Design of the Study

For the purpose of present study, the experimenter selected parallel group design. In this type of design the relative effects of two treatments were compared on the basis of two groups which were equated in all relevant aspects.

Table 1.1: Mean Scores, SD, 't' Ratio of Control Group and Experimental Group in Teaching of Punjabi (Stories).

Group	N	Mean	SD	SED	D	T	Level of Significance
Control	20	10.25	1.16	0.285	6.85	24.04	0.01
Experimental	20	17.1	0.53				

A careful look at the results in Table 1.1 reveals that that 't' ratio between the control group and experimental group in teaching of Punjabi (stories) is 24.04 which is significant at 0.01 level. Hence, our hypothesis, "significant differences will exist between the performance of experimental group the help of technology) and group (taught without in teaching of Punjabi taught with controlled technology (stories)" was accepted.

Table 1.2: Mean Scores, SD, 't' Ratio of Control Group and Experimental Group in Teaching of Punjabi (Poems).

Group	N	Mean	SD	SED	D	T	Level of Significance
Control	20	9.3	2.12	0.486	8.3	17.0	0.01
Experimental	20	17.6	.48				

A careful glance at the reveals that 't' ratio between the control group and experimental group in teaching of Punjabi (Poems) is 17.0 results which is significant at 0.01 level. Hence, our hypothesis, "significant differences will be found between the performance of experimental group(taught with the help of technology) and control group (taught without technology) in teaching of Punjabi (Poems)" was accepted.

Table 1.3: Mean Scores, SD, 't' Ratio of Male Students of Control Group and Experimental Group in Teaching of Punjabi (Poems).

Group	N	Mean	SD	SED	D	T	Level of Significance
Control	10	8.1	1.81	0.67	8.1	12	0.01
Experimental	10	16.2	1.62				

A careful analysis of the results reported in the table 1.3 reveals that 't' ratio between the male students of control groups and experiential group in teaching of Punjabi (Poems) is 12.0 which is significant at 0.01 level. Hence, our hypothesis "There will be significant difference between the performance of male students of control group and experimental group in teaching of Punjabi (Poems)" stands accepted.

Table 1.4: Mean Scores, SD, 't' Ratio of Male Students of Control Group and Experimental Group in Teaching of Punjabi (Stories).

Group	N	Mean	SD	SED	D	T	Level of Significance
Control	10	9.6	1.1	0.37	7.4	20	0.01
Experimental	10	17	0.4				

The fourth hypothesis framed to analyzed that 't' ratio between the male students of control group and experimental group in teaching of Punjabi (stories) is 20.0 which is significant at 0.01 level Hence, our hypothesis "There will be significant difference between the performance of male students of control group and experimental group in teaching of Punjabi (stories)" is accepted.

Table 1.5: Mean Scores, SD, 't' Ratio of Female Students of Control Group and Experimental Group in Teaching of Punjabi (Poems).

Group	N	Mean	SD	SED	D	T	Level of Significance
Control	10	10.5	2.4	1.38	10.9	7.8	0.01
Experimental	10	21.4	3.66				

A careful glance at the Table reveals that there are significant difference between the performance of female students of control group and experimental group in teaching of Punjabi (Poems). So our hypothesis, Significant difference will be found between the performance of female students of control group and experimental group in teaching of Punjabi (Poems)" was accepted.

Table 1.6: Mean Scores, SD, 't' Ratio of Female Students of Control Group and Experimental Group in Teaching of Punjabi (Stories).

Group	N	Mean	SD	SED	D	T	Level of Significance
Control	10	9.9	1.22	0.45	7.3	16.2	0.01
Experimental	10	17.2	.75				

A careful glance at the Table 2.6 reveals that 't' ratio between the female students of control group and experimental group in teaching of Punjabi (stories) is 16.2 which is significant at 0.01. level. Hence, our hypothesis, "Significant difference will be between the performance of female students of control group and experimental group in teaching of Punjabi (Stories)" was accepted.

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