THE IMPACT OF INFORMATION TECHNOLOGY IN LESSON PLANNING IN CURRENT SITUATIONS

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ABSTRACT

A lesson plan is an important methodological component of the learning process. The key purpose of the article is to analyse the current situation and suggest how the information technologies can assist in the development of lesson plans, their accumulation and retrieval, thus ensuring their effective application. The authors disclose the problems of lesson plan creation and their description as well as make comparative analysis of information and lesson plan templates provided at learning objects storages. The authors identified the main components of lesson plans and their description, based on application of learning objects metadata standard model and the principles for improving the model elements as well as on the results of the analysis made, and proposed the templates for creating the technology-based lesson plans and their description. The development of lesson plans and descriptions will allow educators to reuse didactic resources (lesson plans) as an effective learning tool. The storage of didactic resources will allow teachers to use the best practices, and the same learning objects in different learning scenarios. The issues raised in this research is bringing out the difficulties that are faced by the Students. We discussed the consequences and problems that were faced by the students during this pandemic. Primary objective of my study is to discuss the situations of the students and their parents. This study has been conducted among respondents to extract their opinion. The collected data has been analysed by using the SPSS package in which percentage analysis is used.

Keywords: Technology, current situation, students, information and lessons.

INTRODUCTION:

Integrating technology into the Education sector and lesson planning has facilitated us thoroughly. The perspectives on how technology can be utilized in the Education sector are many. We believe that technology has become a vital part of our education system. Today, we witness that students have access to systems, gadgets, and the internet on schools and campuses. While at home, they are facilitated with subscriptions to high-speed internet providers such as Spectrum Packages to do their educational research.

EVOLUTION: Consider how technology can play an efficient role in designing computer-based classroom activities. Technology can be used to organize, demonstrate, acquire, and communicate information. Technology integration makes the lesson planning process something similar to curriculum planning.

GOVERNMENT INITIATIVES: Ever since the draft Education Policy has been introduced, the Union HRD ministry has been working over improving the education system in the country. In order to provide supplementary learning material for students and for upgrading the skills of teachers, MHRD has developed a dedicated Digital Infrastructure for Knowledge Sharing (DIKSHA) platform. This is expected to substantially augment the knowledge base of the students and technical skills of teachers at no additional cost.

FACTORS: In addition to how technology helps in **planning lessons, polishing students'** essential technical skills should be a **priority**. Teachers should not assume that students would figure out the technical stuff on their own. We live in a highly advanced digital world. Technology is an essential part of all different fields of life and saneness goes for the education sector.

CURRENT TRENDS: The main difference comes as to how the students essentially acquire skills and knowledge. Technology also makes a difference in how they apply and demonstrate their acquired skills and knowledge. It also helps in assessing and evaluating their learning. Incorporating the use of computers influences the basic structure of a lesson plan.

COMPARISON: The technology was compared with other countries like the USA, Australia, Canada etc…. .

Both education and literacy are lifetime processes, they have no limit of when to start and stop. Literacy helps in gaining new guests in our everyday life, therefore changing our way of thinking, living and judging mortal guests. Through education scholars are getting colorful types of information. Information technology has the capability of speeding up information delivery so this capability can be used in perfecting tutoring- literacy terrain. Both preceptors and scholars are using colorful technologies to achieve specific academic pretensions. Information technologies have reduced the cost of education. For illustration the increased use of internet broadband makes it easy for scholars to pierce academic information on time. Also preceptors use this broadband internet to produce and deliver information using vids and graphic illustrations. It enables preceptors and scholars to communicate with each other through electronic dispatch. Information technology speeds the transfer and distribution of information. Through online examinations scholars are getting degrees which make them fit for better employment. Educational institutions publish their results online so scholars need not have to stay for long to know about their performance. IT also facilitates group discussion. Information technology has changed the way pupils learn through the preface of audio-visual ways in education. It reaches to the individualities, groups and millions, privileged or unprivileged through its media or means. Information Technology can help the preceptors, learners, experimenters, directors, and educational itineraries to get access to a precious treasure of knowledge, skill and operation for perfecting their own tasks. Distance literacy, virtual classrooms, e-literacy and m- literacy are the rearmost generalities and trends that are arising in the educational horizon of our country.

OBJECTIVES:

The impact of technology in lesson planning by teachers.

- To understand the impact of students due to the online class.
- To analyse the concept of lesson planning.
- To get the knowledge about it.

RESEARCH QUESTIONS:

1. Whether the impact of information technology in lesson planning education is useful to the students in future?

2. Whether the teachers result in the students participating in the current situation and does it improve the development of students?

HYPOTHESIS:

Null Hypothesis

There is no significant impact on technology in lesson planning in the current situation.

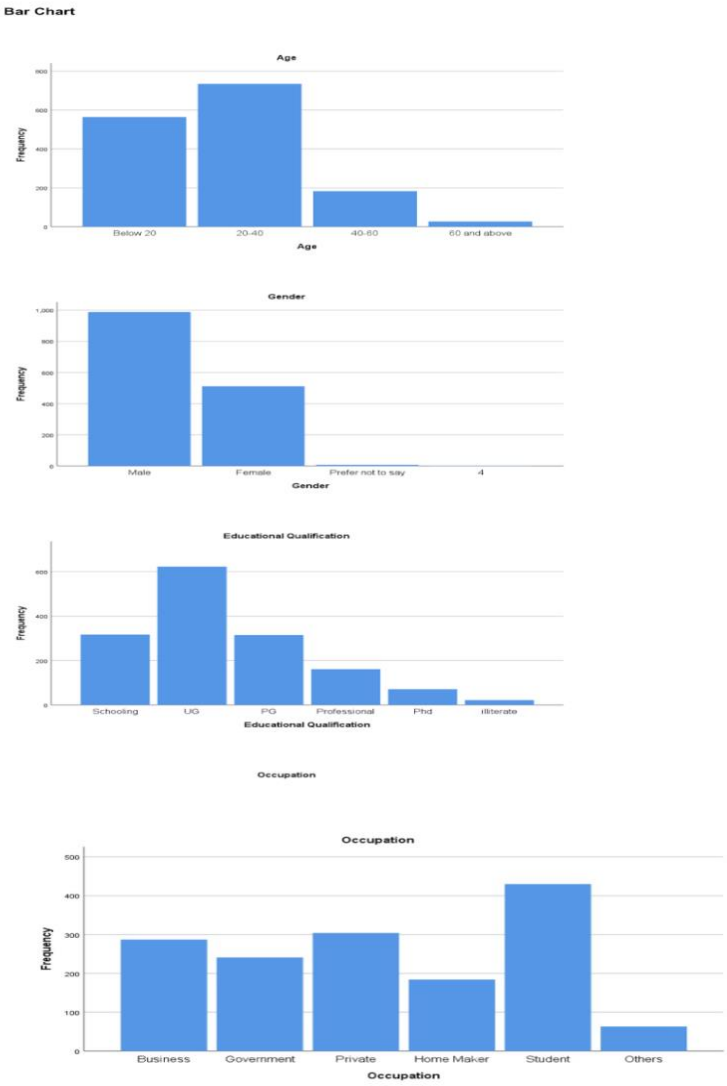
Alternate Hypothesis

There is a significant impact on technology in lesson planning in current situations.

MATERIALS AND METHODS:

This research has been adopted as a study. Empirical research is based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief. Key characteristics for an empirical research are specific research questions to be answered and description of the process used to study this population or phenomena, including selection criteria, controls, and testing instruments (such as survey). The statistics tools not used for this research work is chi square correlation. SPSS graphics and diagrams are attached in this research work. The sampling method used is random sampling methods and the size is limited to 50. The research is done using the SPSS tool for a clear and precise analysis. **Independent Variable** name, age, gender, education qualification, place of residence. **Dependent Variable** awareness about infringement and passing off.

FREQUENCY TABLE:



LEGEND:

The graph shows the survey result of the dependent variables that is the age, gender, occupation and education qualification . The age graph shows that 20-40 percentage has been answered and in gender it shows that Male percentage is higher than the female and in occupation the students have answered more than others and the education qualification shows that UG students have answered the most.

DATA ANALYSIS:

whether the impact of information technology in lesson planning education is useful to the students in future?

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.767[a]	3	.429
Likelihood Ratio	3.508	3	.320
Linear-by-Linear Association	.585	1	.444
N of Valid Cases	50		

The above figure describes the analysis of the chi square test, in which the person chi square value is **0.00, which** is less than **0.00.**

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DISCUSSION:

The figure above has described the responses of the public, the total number of samples is 100 and the response. The above figure describes the analysis of the chi square test, in which the person's chi square value is **0.00, which** is less than **0.00.** The above figure describes the analysis of the chi square test, in which the person chi square value is **0.00, which** is less than **0.00.** Hence the null hypothesis is proved.

RESULTS:

The state plans to continue developing resources for inclusion in its instructional sup- port system, and publishers will continue to develop more resources tied to the stan- dards. in these early stages of standards implementation, Williams acknowledges that many teachers are

unwilling to post lessons, units, and instructional resources because they do not yet think they are doing justice to the standards. She trusts that, as teachers build greater confidence in their own understanding of the standards and how to rede- sign instruction and learn to achieve them, they will be more willing to share what they are developing. Time and persistence, she believes, will yield better instructional resources as more teachers engage students in a new kind of learning experience and design and share resources that are more aligned with new standards.

CONCLUSION:

The analysis made has shown that lesson plans are described by the colloquial language free style which determines a different description of structure and the exhaustiveness level. Metadata elements comprise a fair amount of the lesson plan description elements.In a separate preparation of lesson plans and their metadata, the time period of their development and description is increased and human resources are used inefficiently.After the analysis, the main components of lesson plan formation and description has been established on the basis of which technology-based lesson plan templates for improving the LO metadata standard application profile and the educational LOM models have been expanded. Such a template automatically distinguishes metadata elements and enables a flexible use of information on lesson plans and search.