List of Figures and Graphs

Name	Title	Page No.
Figure 1.1	Indian Education System	2
Figure 1.2	Technology, Pedagogy, and Content Knowledge (TPACK) Framework	7
Figure 1.3	Paradigm Shifting through ICT	9
Figure 1.4	Paradigm Shifting from Objectivism/Subjectivism to Social Constructivism	9
Figure 1.5	ICT Skill Pyramid in context of Contemporary Learning	12
Figure 1.6	Two Dimensions of ICT Integration in Teacher Professional Development	16
Figure 1.7	Recommendation in context of ICT Skill	19
Figure 1.8	ICT integrated Approaches	25
Figure 1.9	Four Competencies of ICT Integration	26
Figure1.10	Evolution of Multimedia	32
Figure 1.11	Application od Multimedia	35
Figure 1.12	Elements of Multimedia	35
Figure 1.13	Delivery of Multimedia Content in Context of Education	37
Figure 1.14	The ICT enhanced teacher Development Model	39
Figure 2.1	Categorization of Studies conducted by the Researcher	58
Figure 3.1	Quasi Experiential Design of the Study	86
Figure 3.2	Selected Topics and Sub Topics for the Multimedia Learning	92
Figure 3.3	Draft of Learning Resources	93
Figure 3.4	Draft of Multimedia Learning Package	94
Figure 3.5	Organization of Topics and Subtopics in Multimedia Learning Package	95
Figure 3.6	Layout of Subtopic in Multimedia Learning Package	96
Figure 3.7	Layout of Navigation Bar	96
Figure 3.8	Use of Home Page Button in Multimedia Learning Package	97

Figure 3.9	Use of Next Page Button in Multimedia Learning Package	97
Figure 3.10	Use of Previous Page Button in Multimedia Learning Package	98
Figure 3.11	Use of Topic Home Page Button in Multimedia Learning Package	98
Figure 3.12	Use of Topic Home Page Button in Multimedia Learning Package	99
Figure 3.13	Use of Home Tab of Adobe Reader Software	99
Figure 3.14	Use of Navigation Pane of Adobe Reader Software	100
Figure 3.15	Presentation of the Content with the help of Video	101
Figure 3.16	CD-ROM of Multimedia Learning Package	102
Figure 3.17	Procedure of the Study	102
Graph 4.1	Student Teachers Evaluation Based on Developed Digital Lesson Plan and PowerPoint Presentation	111
Graph 4.2	Change in Perceptions with Respect to Skill of Data Process among Student Teachers of Control and Experimental Group	116
Graph 4.3	Change in Perceptions with Respect to Skill of Accessibility among Student Teachers of Control and Experimental Group	117
Graph 4.4	Change in Perceptions with Respect to Skill of Technology Integration among Student Teachers of Control and Experimental Group	118
Graph 4.5	Changes in Perceptions with Respect to Skill of Media Design among Student Teachers of Control and Experimental Group	119
Graph 4.6	Changes in Perceptions with Respect to Skill of Collaboration and Communication among Student Teachers of Control and Experimental Group	120
Graph 4.7	Changes in Perception with Respect to Skill of Web Enhance Learning Environment among Student Teachers of Control and Experimental Group	121