

A Study of Achievement of Teacher Trainees in Computer Literacy and use of ict in Education

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Abstract

The National Policy On Education 1986, as modified in 1992, as modified in 2019, stressed the need to employ Educational Technology to improve the quality of education. The Policy Statement led to two major centrally sponsored schemes, namely Educational Technology(ET) and Computer Literacy & Studies in Schools(CLASS)paving the way for a more Comprehensive Centrally Sponsored Scheme-Information & Communication Technology @Schools in 2004 (NEP-Revised Policy Document of ICT-2012).Information Communication Technology (ICT) is an Important curricular resource & an integral part of education, according primary to the role of the teacher(NCTE - Curriculum Framework-Two Year B.Ed. Programme).Technology itself will play an important role in the improvement of educational processes and outcomes, thus, the relationship between technology and education(at all levels) is bi-directional.(Final Draft-NEP 2019- Point No.23. Technology Use and Integration).

Bachelor of Education(B.Ed.) Two Years CBCS-Yearly & Semester Pattern Programme Structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. It comprises of three broad interrelated curricular areas prescribed by NCTE : 1) Perspectives' in Education, 2) Curriculum & Pedagogic Studies, 3) Engagement with the Field -Engaging Professional Capacities - Use of ICT in Education.

This Study will focus on Achievement of B.Ed. Teacher Trainees in Computer Literacy And Use of ICT In Education. Achievement in Computer Literacy ,i.e. Knowledge of Hardware, Software, System Software, Application Software etc. and Use of ICT in Education (Teaching- Learning Process, Assessment etc.).The researcher then employed the Survey Method , Practice on Computer and used research tools like Standardized Psychological Test ,Practical Test based on ICT/Computer knowledge to collect the data. Data were analyzed by using statistical measures.

Keywords: Achievement, Computer Literacy, Teacher Trainees, Use of ICT.

Introduction

Information and Communication Technology (ICT) has become an integral part of today's teaching-learning process. Effective use of technology can motivate students, make our classes more dynamic and interesting. Technology also helpful to understand abstract concepts clearly. The integration of ICT in Teacher Education is the need of the day. The use of ICT in Education is become a vital role in teaching -learning process. ,In the two year's B.Ed. program National Council of Teacher Education(NCTE) has suggested the importance and use of ICT in education. Therefore In the B.Ed. curriculum special weight age is given to the ICT practicum i.e. *Engagement with the Field -Engaging Professional Capacities - Use of ICT in Education.* and also introduces theory paper Educational Technology & ICT.

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Communication Technology (ICT) is an Important curricular resource & an integral part of education, according primary to the role of the teacher(NCTE - Curriculum Framework-Two Year B.Ed. Programme).Technology itself will play an important role in the improvement of educational processes and outcomes, thus, the relationship between technology and education(at all levels) is bi-directional.(Final Draft-NEP 2019- Point No.23. Technology Use and Integration).

Admitted teacher trainees in the teacher training institutions are from various branches such as Arts, Science, Commerce etc. The ICT paper and practicum related to this is new for these teacher trainees. Achievement in Computer Literacy is the basic and essential need for fresh newly joined teacher trainees. There is need to given a training and knowledge on Basics of Computer, Hardware, Software, preparation of ICT based Lesson Plans and implementation of ICT in education. The focus of this research paper is based on this main theme.

Objectives of the Study

The main objectives of the study are

1. To find out achievement of teacher trainees in Computer Literacy.
2. To assess the Computer Literacy Level of teacher trainees.
3. To Compare Computer Literacy Achievement of B.Ed. First Year and Second year Teacher Trainees.

Research Methodology and Tools

The Researcher used a Standardized Test Achievement Test In Computer Literacy(ATCL)by Dr. T. Pradeep Kumar to find Achievement in Computer Literacy and Practical Test for assessing the acquired knowledge of ICT, Observation Method is used to find out the application of ICT in teaching-learning process.

Sample

The researcher employed a standardized test , practical test to collect the data. The present research has been carried out at the Govt. College of Education , CTE, Parbhani. Total 78 respondents(Teacher Trainees - First Year and Second Year).

Data Analysis

The collected data was analyzed by using statistical measures. Results are represented with the help of Tables.

Table 1 : Interpretation Table given by Dr. T. Pradeep Kumar

Scores	Interpretation
1-5	Less Knowledge
6-10	Medium Knowledge
11-15	Good Knowledge
16-20	Fair Knowledge

Table 2 : Computer Literacy Level of All Teacher Trainees :

Computer Literacy Interpretation	Total Number of Students(Out of 23) FY(2019-2020)	Total Number of Students(Out of 22) SY(2019-2020)	Total Number of Students(Out of 32) SY(2018-2019)
Good Knowledge	10	13	22
Medium Knowledge	11	08	06
Fair Knowledge	02	-	04
Less Knowledge	-	01	-

Table 3 : Computer Literacy Level of All Teacher Trainees :

Computer Literacy Interpretation	Total Number of Students (Out of 23) First Year (2019-2020)	Mean%	Total Number of Students (Out of 22) Second Year (2019-2020)	Mean%	Total Number of Students (Out of 32) Second Year (2018-2019)	Mean%
Good Knowledge	10	43.49	13	59.09	22	68.75
Medium Knowledge	11	47.82	08	36.36	06	18.75
Fair Knowledge	02	8.69	-	-	04	12.5
Less Knowledge	-	-	01	4.545	-	-

Major Findings of the Study

1. It is observed that the 43.49 % First Year (2019-20) teacher trainees have Good Knowledge of Computer .
2. It is observed that the 47.82 % First Year (2019-20) teacher trainees have Medium Knowledge of Computer .
3. It is observed that the 8.69 % First Year(2019-20) teacher trainees have Fair Knowledge of Computer .
4. It is observed that the 59.09 % Second Year (2019-20) teacher trainees have Good Knowledge of Computer .
5. It is observed that the 36.36 % Second Year (2019-20) teacher trainees have Medium Knowledge of Computer .
6. It is observed that the 4.545 % Second Year (2019-20) teacher trainees have Less Knowledge of Computer .
7. It is observed that the 68.75 % Second Year (2018-19) teacher trainees have Good Knowledge of Computer .
8. It is observed that the 18.75 % Second Year (2018-19) teacher trainees have Medium Knowledge of Computer .
9. It is observed that the 12.5 % Second Year (2018-19) teacher trainees have Fair Knowledge of Computer .
10. Computer Literacy Achievement of Second Year (2018-19) teacher trainees is more than Second Year (2019-20) teacher trainees batch and First Year (2019-20) teacher trainees batch.
11. Computer Literacy Achievement of Second Year (2018-19) teacher trainees is increased due to the Practice of various Computer Applications e.g. MS -Word, MS-Excel, MS-PowerPoint , Internet ,Web Search(Advanced ICT based Strategies) etc .in related to ICT (Theory and Practical Knowledge) in the Two Years B.Ed. Curriculum.

Conclusion

The use of ICT in Education is become a vital role in teaching -learning process. ,In the two year's B.Ed. program, National Council of Teacher Education(NCTE) has suggested the importance and use of ICT in Education. Therefore In the B.Ed. curriculum special weightage is given to the ICT practicum i.e. *Engagement with the Field -Engaging Professional Capacities - Use of ICT in Education* and also introduced theory paper regarding Educational Technology & ICT. Hence the regular practice of various Computer Applications e.g. MS -Word, MS-Excel, MS-Power Point , Internet ,Web Search(Advanced ICT based Strategies) enhances the achievement of teacher trainees in Computer Literacy.

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