ISSN: 2321-788X UGC Approval No: 43960 Impact Factor: 2.114

ICT LITERACY FOR B.Ed. TRAINEES IN SALEM DISTRICT

Article Particulars

Received: 17.7.2017 Accepted: 22.7.2017 Published: 28.7.2017

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Abstract

Teacher is considered to be the architect of the nation. In other words, the future of the nation lies in the hands of teacher. This shows the importance of teacher. One can realize how important education is which makes one a teacher. .According to Verma (2010), a teacher plays a significant role not only in class teaching learning situation but in social engineering too. Society gives a respectable place to teachers who are really perspective empowered. This empowerment is not at in terms of physical perspective. It is in academic, intellectual, social, and national perspectives. The objectives of the study are , to analyze the general awareness and the mean score of B.Ed., trainees in Salem on ICT literacy; to study the difference if any in ICT literacy among the B.Ed., trainees of arts & science and Biology & Non-Biology in Salem district. The method of the study is normative survey was adopted this study. The Sample for the study is concerned with B.Ed., colleges of Salem District. The investigator has selected 200 trainees studying in Padmavani College of Education for Women, and K.S College of Education Salem. Finding reveals that, there is significant difference in ICT literacy among biology and non-biology group B.Ed trainees and there is significant difference in ICT literacy among Biology and Non-Biology B.Ed trainees. Hence, the study concluded the trainees have moderate level of ICT literacy.

Keywords: *ICT, B.Ed Trainees, ICT Literacy*

Introduction

The teacher education system empowered by ICT driven infrastructure can have a great opportunity to come up to the center stage and ensure academic excellence, quality instruction and leadership in a knowledge based society- ICT and teacher

education, role of teacher in enhancing learning achievement of student, importance and role of ICT to elevate teachers education, paradigm shift through ICT in teacher education, ICT will also require a modification of the role of the teacher, who in addition to classroom teaching will have other skills and responsibilities. This empowerment is not at in terms of physical perspective. It is in academic, intellectual, social, and national perspectives. Teachers and teacher educators are of central importance in tapping the potential offered by information and communication technologies (ICT) to enhance the quality of education. The central Government and state Government observe how teaching and learning take place at schools and in the community. Consequently, building the capacity of the teachers and others facilitators integrate appropriate ICT in to the teaching-learning process needs special attention. Asia and south specific region have a wide range of policies with regard to ICT in education. Pre-service training in ICT is necessary the quality of education and if it is extended to in-service training for working teachers it will certainly ensure the innovative approaches in teaching and learning. In our country, national council for teacher education is a statutory body constituted under an act of parliament to regulate all aspects of teacher education in the country. It played a pivotal role in the promotion of computer literacy among teacher educators during the early stages of introduction of ICT as a component in the teacher education curriculum in the country. The NCTE also developed the curriculum guidelines. Hence ICT has a unique place in teacher education.

Title of the Study

The title of the problem is 'ICT Literacy for B.Ed Trainees in Salem District'.

Objectives of the Study

The investigator has the following objectives for continuing the study. The major objectives of the study are; to analyze the general awareness on ICT literacy among the B.Ed., trainees; to study the difference if any in ICT literacy among the B.Ed., trainees of arts & science in Salem District; to study the difference if any in ICT literacy among the B.Ed., trainees of Biology & Non-Biology in Salem District

Hypotheses

The hypothesis of the study are as follows; there will be no significant difference in ICT literacy among the B.Ed., trainees of Biology & Non-Biology in Salem District and there will be no significant difference in ICT literacy among the B.Ed., trainees of arts & science in Salem District.

Method of Study

The present study attempted to collect data pertaining to "ICT Literacy among B.Ed., trainees of Salem District". The investigator has used the normative survey method to collect the data for this project. The investigator has selected 200 trainees

studying in B.Ed., course at Padmavani College of Education for Women, and K.S College of Education Salem.

Tools

For this study a test was prepared and validated by investigators and to assess the "ICT literacy among B.Ed., trainees". The assessment tool of ICT literacy among B.Ed. trainees consisted of the information and communication technology pertaining to the following items. Input device, Output device, Processing device, Memory device, Ms Windows, Ms word, Ms excel, Ms power point, Radio, Television, Mobile, Interactive Whiteboard , web activities, multimedia, e-content and virtual technology package, social media etc., ICT literacy test contained 40 multiple-choice test items. Answer sheet consists of details like name, name of college, gender, locality of trainees. If the B.Ed trainee chooses the correct option, positive one mark is awarded and for the wrong option, negative one mark is awarded.

Population

The population for this study has been defined as all B.Ed., trainees of Salem. For the purpose of drawing a representative sample, it was decided to have two B.Ed., colleges. The investigator has selected 200 B.Ed trainees studying in Padmavani College of Education for Women, and K.S College of Education in Salem District of Tamil Nadu.

Collection of Data

The investigator contacted and obtained permission from the principal of B.Ed., colleges. The willingness and co-operation of the respective faculties are also sought. The data were collected personally by the investigator, from all the 200 trainees, proper instructions were given to the trainees before starting to fill the questionnaire. Each student has provided with a questionnaire containing ICT knowledge test question paper and answer sheet with personal detail form.

Data Analysis

Hypotheses: 1

There is no significant difference in ICT Literacy among Biology and Non-Biology B.Ed Trainees.

Table 1. Data analysis on ICT Literacy (Subject-wise)

Variable	Number	Mean	S.D	't'-value	Level of Significance
Biology	042	16.50	3.62	2.58	Significant
Non-Biology	158	18.00	4.86		

The above table-1, reveals that the calculated 't' value 2.576 is greater than the tabulated value at 0.05 level of significance. So, the hypothesis 'There is no significant difference in ICT Literacy among Biology and Non-Biology B.Ed' was rejected. Hence, there is a

significant difference in ICT literacy among Biology and Non-Biology B.Ed Trainees in Salem District.

Hypotheses: 2

Table 2 Data analysis on ICT Literacy (Student's locality wise)

Variable	Number	Mean	S.D	't'-Value	Level of Significance
Rural	110	18.50	5.84	3.224	Significant
Urban	090	16.00	5.12		

The above table-2, reveals that the calculated 't' value 3.224 is greater than the tabulated value at 0.05 level of significance. So, the hypothesis 'There is no significant difference in ICT Literacy among rural and urban group B.Ed' was rejected. Hence, there is a significant difference in ICT literacy among rural and urban group of B.Ed Trainees.

Findings of the Study

There is a significance difference in ICT literacy among Biology and Non-Biology B.Ed., trainees (Vide table 1). ('t' value =2.58). There is significance difference in ICT literacy among rural and urban group locality of B.Ed., trainees. (Vide table 2). ('t' value =3.22). The limitations of the study are, the study has been restricted only to the B.Ed., trainees studying in Salem and it includes a sample size of 200 B.Ed., trainees only. Suggestions for the Further Research are as follows; this study was confined to only Salem B.Ed., colleges only; The same study may be conducted in Tamil Nadu State level in future; This study may be extended to the working Teachers at various level in Government and non- governmental Institutions.

Conclusion

The purpose of the present investigation was to study ICT literacy among B.Ed., trainees in Salem district relation to selected variables. The study reveals that, there is significant difference in ICT literacy among rural and urban group B.Ed Trainees and there is significant difference in ICT literacy among Biology and Non-Biology B.Ed Trainees. Hence, the study concluded the trainees have moderate level of ICT literacy. Rapid changes in technology will ensure that ICT will proliferate in the classroom. It is predicted that there will be many benefits for both the learner and the teacher, including the promotion of shared working space and resources, better access to information, the promotion of collaborative learning and radical new ways of teaching and learning. ICT will also require a modification of the role of the teacher, who in addition to classroom teaching will have other skills and responsibilities. Many will become specialists in the use of distributed learning techniques, the design and development of shared working spaces and resources, and virtual guides for students

who use electronic media. Hence, the investigators concluded that the B.Ed trainees are having ICT literacy is enough and they need more future technological devices utility in classrooms.

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