A Study of ICT Among Teacher Trainees at Chengalpattu District

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Abstract: Educational institutions need to train their staff, teachers and students to enlighten the benefits of being online and importance of referring e-journals, databases and other information from vital sources which are freely available on the internet. They need to develop online educational content as more and more students are becoming tech – savvy to read online.

Keywords: Higher secondary level, teaching, learning science.

1. Introduction

Education has proved to be highly relevant not only from the career point of view, but also in the simplest of things in life.

The sense of judgment and decision making can be enhanced by means of education.

The lust for quality is still on. This is the age of data dominated by the Digital Technology. It has enhanced several aspects of human life. Education is not an exception. The computers were ever developed for up quality of teaching – learning method. But researchers started using Computers for teaching purpose. It gave birth to Computer Assisted Instruction (CAI), Computer Managed Instruction (CMI), Computer Based Instruction (CBI), etc. The Information Technology leads to development of Websites. Government, Corporate sector, educational institutions, etc. started uploading the information on their websites [1].

2. Objectives of the study

1. To find out if there is any is any significant difference in basic computer knowledge of Teacher Training student with respect to gender.
2. To find out if there is any is significant difference in the usage of ICT in Teacher Training students with respect to gender.
3. To find out if there is any significant difference in the basic computer knowledge of teacher training students with respect to age.
4. To find out if there is any significant difference in the usage of ICT of teacher training student with respect to age.
5. To find out if there is any significant difference in the basic computer knowledge of teacher training students with respect to locality.

3. Major findings of the study

1. There is no significant difference in basic computer knowledge of Teacher training students with respect to gender.
2. There is significant difference in uses of ICT of Teacher training students with respect to gender.
3. There is no significant difference in basic computer knowledge of Teacher training students with respect to age is accepted.
4. There is significant difference in uses of ICT of Teacher training students with respect to age.
5. There is significant difference in basic computer knowledge of Teacher training students with respect to locality.

4. Educational implications of the study

The way students read and refer the study material had been under constant change. As the cost of technology is decreasing, more and more students are able to afford the computers and other electronic devices to read, research and discuss ideas and concepts. Therefore, educators need to be abreast with the developments in the educational technologies and the student habits and preferences of reading, research and innovations to enhance their knowledge and wisdom. Educational content also could be developed by the concerned educators and make available to their students and general audience to make society inclusive in education.

This study will help the students to understand the need for referring online resources to enhance their learning processes. Teachers also can gain an insight from this study to design online courses for not only the convenience of students, but also to keep up educators with the learning trends.

5. Conclusion

It is interesting to note the developments in the way teacher trainees learn. The empirical study brings vitals points for the students as well as educators to adapt to the changing methods of acquiring knowledge and wisdom

There are minor as well as major differences between the way students access internet. These need to be narrowed down by bringing down the cost of technology and making available in all areas uniformly to truly fulfill the objective of Right to

Education Act (RTE 2010). Internet is the reservoir of knowledge and wisdom and we all must contribute and share the educational content – be it simple ideas, concepts to major useful applications. This will make the world better educated and live worthy life with respect to every individual.

References

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