



Awareness on ICT Resources in Teaching – Learning among Student Teachers of Diploma in Elementary Education

**Dr. R. Bagdha
vatchala perumal**

Lecturer, District Institute of Education and Training, Uthamapalayam, Theni District, Tamilnadu.

ABSTRACT Teacher education always plays an important role in the overall economic and social development of any country by virtue of its contribution to the quality of education. A corollary to this is the training of student teachers for the effective use of ICT and consequent transfer of these skills to successive generations. The investigator attempted to study student teachers awareness and perceptions related to their roles having an in-depth understanding of learning resources and its advantages. The objectives of the study are 1) To find out the awareness among student teachers of Diploma in Elementary Education on Technology operations and concepts. 2) To find out the awareness among student teachers of Diploma in Elementary Education on Planning and designing learning environments related to ICT. 50 second year student teachers of Diploma in Elementary Education who are studying at DIET, Uthamapalayam of Tamilnadu in the academic year 2016-2017 were employed as sample for the study. The study concluded that, student teachers will have to address these emerging challenges if they must become active participants in the education reformation process. Keeping abreast of the latest one's profession involves an acceptance of 'continuum of learning'. So, this is the need of an hour that the teacher training programs must incorporate components, which familiarize teachers-to-be with skills related to the meaningful usage of ICT in support of student-centric methodologies.

KEYWORDS : Awareness, ICT – Information Communication Technology., Student Teachers, Diploma in Elementary Education

INTRODUCTION

The teacher education system responsible for the training of teachers-to-be thus becomes an important vehicle to improve the quality of school education and revitalization and strengthening of this system, a powerful means for the enhancement of educational standards in the country. The government of India realized the importance of teacher education in maintaining educational standards and brought in reforms to restructure, modify and make the program relevant to the times it was catering to. The first step towards realization of this goal was according accessibility to the program countrywide. Today, India has probably one of the largest systems of Teacher Education in the world.

The Parliament of India, through an Act, set up in 1995 the National Council for Teacher Education (NCTE) and gave it statutory powers for framing regulations and norms for maintaining standards of teacher education in the country. The World Education Report (UNESCO, 1998) too confirms the central role of teachers in any education system, emphasizing that the quality of education is directly linked to how well teachers are prepared for teaching. It emphasizes that the existing traditional educational system will no longer be able to provide the students with the knowledge and skills requisite for the 21st century knowledge based economy.

NEED FOR THE STUDY

A need assessment survey was conducted among the student teachers of Diploma in Elementary Education student teachers revealed that the student teachers also aware of the significance of inclusion of ICT, were to a very large extent ignorant of the knowledge of basic and required software, needed trouble shooting techniques for an independent usage of technology in education and pedagogical relevance of the usage of different technology enabled facilities.

OBJECTIVES

- To find out the awareness among student teachers of Diploma in Elementary Education on Technology operations and concepts.
- To find out the awareness among student teachers of Diploma in Elementary Education on Planning and designing learning environments related to ICT.

SAMPLE

50 second year student teachers of Diploma in Elementary Education who are studying at DIET, Uthamapalayam of Tamilnadu in the academic year 2016-2017 were employed as sample for the study. Simple Random Sampling technique was adopted to select the sample.

METHODOLOGY - Descriptive Method is employed with Survey as Data collection Technique.

TOOL - A Check-List related to use of ICT resources in Teaching-Learning process constructed and standardized by the Investigator.

STATISTICAL TECHNIQUES - Percentage Analysis is used to analyze the data collected.

Table 1. Technology operations and concepts

SL. No	Technology operations and concepts	Yes %	No %	Not Sure %
1.	I know the differences between software and hardware	46	32	22
2.	I can operate both the Desktop and Laptop computers	60	30	10
3.	I can use MS-Word, MS-Excel and MS-Powerpoint	42	46	12
4.	I can use Multimedia in Teaching-learning	20	70	10
5.	I have the knowledge of Internet and can use it	90	10	--
6.	I know how to create an E-mail ID	90	10	--
7.	I have the knowledge and can use (1)Compact Disk (2) DVD Player (3) Printer (4)Projector	26	74	--

Table 2. Planning and Designing learning environments using ICT

SL. No	Planning and Designing learning environments using ICT	Yes %	No%	Not Sure %
1.	I can use computers as TLM	12	64	24
2.	I believe that technology-enhanced environment is important for students in their learning activities	90	06	04
3.	I can identify and locate online resources dealing with learning activities and teaching strategies	40	50	10
4.	I believe that it is important for teachers to have basic knowledge of concepts and operations of computer technology for their classrooms	78	12	10

FINDINGS

- 78% student teachers believed that it was important for teachers to have basic knowledge of concepts and operations of computer technology for their classrooms.
- 90% student teachers believed that technology enhanced environment is important for students in their learning activities.
- 90% student teachers have the knowledge of Internet and can use it and also are able to create E-mail ID.
- Only 12% student teachers are able to use computers as TLM and 64%, 24% student teachers do not know and not sure about using computers as TLM respectively.
- Only 42% student teachers are able to use MS-Word, ME-Excel and MS-Powerpoint.

- 30% student teachers do not know how to operate the Desktop and Laptop computers.
- Only 26% student teachers have the knowledge and can use (1)Compact Disk (2) DVD Player (3) Printer (4)Projector and 74% student teachers do not have the knowledge and can use (1)Compact Disk (2) DVD Player (3) Printer (4)Projector.

CONCLUSION

The data analysis established the need for a more far-sighted and thoughtful approach with regards to ICT integration in the Teacher Education program and the need to update the future teachers with necessary associate skills as well. The knowledge of one without the other would lead to partial and superficial learning- the need of the hour is not merely the knowledge of ICT but what it can do to address the new and emerging paradigms of learning.

REFERENCES

1. Arulsamy, S., and Sivakumar, P. (2009) Application of ICT in Education, Neelkamal Publications Pvt, Ltd., New Delhi.
2. Bennet, A. & Bennet, D. (2008). E-Learning as Energetic Learning. VINE: The Journal of Information and Knowledge Management Systems. 38(2), pp. 206-220.
3. Gary S. Moore., etal. (2013) Using Blended Learning in Training the Public Health Work force in Emergency Preparedness. Public Health Reports, 121 (2), 217-221.
4. Jared Keengwe and Jung-Jin Kang. (2013) A review of empirical research on blended learning. Educational Information Technology, 18, 479-493.
5. <http://elearningindustry.com/e-learning-challenges-and-solutions>
6. Michelle Nicolson and Kiyoko Uematsu. (2013) Collaborative learning, face-to-face or virtual: the advantages of a blended learning approach in an intercultural research group. International Journal of Research & Method in Education, 36 (3), 268-278.
7. Ministry of Education (1964). Education and National Development Report of the Commission (1964-66). New Delhi, Govt. of India.
8. Naidu, S. (2003). E-Learning: A Guidebook of Principles, Procedures and Practices. New Delhi, India: Commonwealth Educational Media Center for Asia (CEMCA), and the Commonwealth of Learning. ISBN: 81-88770-01-9.
9. National Council of Educational Research and Training (2000), National Curriculum Framework for School Education, New Delhi, NCERT.
10. Passi, B.K. (2006) Teachers Training in Technology-Pedagogy integration Paper presented at Expert's Meeting on Teachers Training in Technology- Pedagogy Integration, UNESCO, Bangkok.
11. UNESCO (2002) Education Public Awareness and Training for Sustainability: Input to the Report of the Secretary General to the Second Preparatory Session for the World Summit on Sustainable Development. UNESCO, Paris.