ICT–A TOOL FOR QUALITY TEACHING IN B.ED. PROGRAMME

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Abstract

In teaching B.Ed .trainees use teaching aids, like, charts, models – static & working, specimen, slides, because teachers are given training both in preparation and use of Audio-visual Aids. It is a known fact that majority of schools do not have appropriate teaching aids related to the school content. So teachers have no facility to use $A-V$ Aids during teaching. The use of $A-V$ Aids get further restricted due to unmotivated persons becoming teachers. Central Government realized the need of improving quality of education through the use of ICT. This helped in improving the quality of teaching in schools having no teacher to teach the subject, less competent teacher, schools having poor or no facility of teaching aids,The use of ICT in education lends itself to more student centered learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming More and more important and this importance will continue to grow and develop in the 21st century. . To keep pace with the changing world, teachers must have current knowledge and skills of educational technology.. The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learning process. This paper highlights-ICT–A Tool for quality teaching in B.Ed. Programme. The paper the population for the study consisted of all the200 B.Ed. Students studying in the S.S.khanna Girls Degree Colleges of in the academic year 2014 and 2015 at Meerapur in allahabad.

Keywords: Ict, Teaching, B.Ed.

Education is a unique investment in the present and future.Governments are adopting different policies and strategies for integrating ICT into education systems (Kozma, 2008). However, the potential of ICT in education is not yet been clearly realized (Moonen, 2008).. The use of ICT in education lends itself to more student centered learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming More and more important and this importance will continue to grow and develop in the 21st century.To keep pace with the changing world, teachers must have current knowledge and skills of educational technology.. The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learning process. This paper highlight-.ICT–A Tool for quality teaching in B.Ed. ProgrammeThe paper the population for the study consisted of all the200 B.Ed. Students studying in the S.S.khanna Girls Degree Colleges of in the academic year 2014 and 2015 at Meerapur in allahabad.

Education brings all round and harmonious development of the personality of an individual such as physical, intellectual, aesthetic, social, economic, religious, cultural, spiritual and through such development of individual social needs can be realized. A man without education is equal to animal. Education is a unique investment in the present and future.Governments are adopting different policies and strategies for integrating ICT into education systems (Kozma, 2008). However, the potential of ICT in education is not yet been clearly realised (Moonen, 2008). One reason for this is that teaching professionals are often not adequately prepared for teaching with ICT (McDougall, 2008). Little focus is given to teacher education programmes, and preparing teacher educators. Consequently this remains an under-researched area (Koster, Brekelmans, Korthagen, &Wubbels , 2005 O.Sullivan, 2010). This is also true in regard to research about integrating ICT in education. A considerable number of studies can be found that focus on school teachers. Perspectives and classroom practice of using ICT in schools (Ertmer&Ottenbreit-Leftwich, 2010), but relatively few studies are found that focus on the teacher educators. Perspectives of using ICT in teacher education programs (Peeraer&Petegem, 2011), particularly in the context of a developing country (Shohel& Power, 2010).

To enhance the quality, some teachers use teaching aids, like, charts, models – static & working, specimen, slides, etc. because teachers are given training both in preparation and use of Audio-visual Aids. It is a known fact that majority of schools do not have appropriate teaching aids related to the school content. So teachers have no facility to use $A-V$ Aids during teaching. The use of $A-V$ Aids get further restricted due to unmotivated persons becoming teachers. Central Government realized the need of improving quality of education through the use of Television wherein most competent teacher teaches the topic with the help of most appropriate teaching aids. This helped in improving the quality of teaching in schools having no teacher to teach the subject, less competent teacher, schools having poor or no facility of teaching aids, etc. Programmes offered through television were produced by different State Institute of Educational Technology (SIET) in different languages. Even the Video Instructional Materials were produced and made available to teachers; still majority of schools did not make use of them. Some of the reasons were no facility of TV and VCR, no electricity, TV and VCR not in working condition, not incorporated in the time table, lack of initiation on the part of teacher and Principal, etc. Along with $A-V$ Aids, the print media has to go a long way in improving the quality of teaching and learning. Format in which the textbooks were written was not beneficial for teachers and students. Researchers started thinking and using different Theories of Learning for developing Instructional Material. This gives birth to Programmed Learning Material based on Operant Conditioning Theory of Learning. Programmed

Learning Materials were compared with that of Lecture Method or Conventional Method. Programmed Learning Material alone as well as in combination with other methods for teaching different subjects was found to be effective in terms of achievement of students PLM was found to be as effective as Structured Lecture Method in terms of achievement of students (Chandrakala, 1976; Govinda, 1976). Lecture Method was found more effective than Demonstration Method and Programmed Learning Method (Ghetiya, 1999).

Information and Communication Technology

IT was limited only to the textual mode of transmission of information with ease and fast. But the information not only in textual form but in audio, video or any other media is also to be transmitted to the users. Thus, the ICT = IT + Other media. It has opened new avenues, like, Online learning, e-learning, Virtual University, e-coaching, e-education, e-journal, etc. Third Generation Mobiles are also part of ICT. Mobile is being used in imparting information fast and cost effective. It provides e-mail facility also. One can access it anywhere. It will be cost effective. The ICT brings more rich material in the classrooms and libraries for the teachers and students. It has provided opportunity for the learner to use maximum senses to get the information. It has broken the monotony and provided variety in the teaching – learning situation. The ICT being latest, it can be used both at school and higher education levels.

Changing Teaching Through ICT

Teachers could give many different and specific examples of how technology had changed their work. A number of things were being done with Web sites, from giving students notes which one teacher described as a "low end thing," to getting students to create their own Web pages. One teacher was using a Web site to enhance an actual field trip. The Web site introduces students to the animals and tells them what they are going to be doing while on the field trip. It shows them techniques they can use to analyze the ecosystem and record the data. The prior preparation through the Web site helps students benefit from the actual field trip.

Several teachers mentioned that they used Power Point and other computer programs to improve their presentation of material to class. Teachers explained that technology enabled teachers to deliver more material to students and it also eliminated several basic problems such as; poor hand writing, poor artistic skill, contrast, lighting, and visibility. Another teacher makes extensive use of software programs to help teach physics. The students go into the laboratory and collect their data using the computer. Then they use word processing programs along with Excel to do graphs and presentations. The software allows the students to collect different kinds of data using various attachments that are plugged into the computer. Using computer technology, students have more time to explore beyond the mechanics of counting dots and setting up the experiment. It actually lets them look at it and understand the concepts better. Another teacher made the point that resource-based teaching or resource-based learning is almost becoming "seamless, almost natural" in everything that teachers do because information is becoming easier to access.

Enhance the Quality of Teaching Through ICT

There is some improvement in teaching through ICT in B.Ed.programme: Developing understanding and application of the concepts; Developing expression power; Developing reasoning and thinking power; Development of judgment and decision making ability; Improving comprehension, speed and vocabulary; Developing self-concept and value clarification; Developing proper study habits; Developing tolerance and ambiguity, risk taking capacity, scientific temper.

Objectives of the Study

To enhance the quality of teaching through ICT in B.Ed. programme.

Method of Study

Normative Survey method has been adopted in this study.

Sample

Random sampling technique was adopted for the study. The investigators have taken the sample as 100 B.Ed. students studying in B.Ed. colleges situated in Allahabad S. S. khanna girl's degree college, Allahabad India.

Tools Used in the Study

The investigators have used Self constructed tool for ICT awareness (computer awareness) of B.Ed. Students in B.Ed. programme.

Statistical Techniques Used in the Study

Percentage Analysis were used for this study.

Analysis and Interpretation of the Data

Item	Percentage (%) yes	No
1	64.28	35.72
2	68.9	31.1
3	53.5	46.5
4	45.3	54.7
5	70.3	29.7
6	60.5	39.5
7	77.5	22.5
8	69.0	31.0
9	57.1	42.9
10	40.2	59.8
11	66.0	34.0
12	70.2	29.8
13	79.5	20.5
14	81.7	18.3

Result

For item 1 Table shows that 64.28% B.Ed. students have their e-mail id.

For item 2 table shows that 68.9% B.Ed. students have use internet.

For item 3 table shows that 53.2% B.Ed. students have known the operation of MS-WORD.

For item 4 table shows that 45.0% B.Ed. trainees have known the operation of MS-EXCEL.

For item 5 table shows that 70.3% B.Ed. trainees have heard

about Google search engine.

For item 6 table shows that 60.5% B.Ed. trainees can make presentation on power point.

For item 7 table shows that 77.5% B.Ed. trainees can send their e-mail id.

For item 8 table shows that 69% B.Ed. trainees can open a website.

For item 9 table shows that 57.1% B.Ed. trainees can download their files from web.

For item 10 table shows that 40.0% B.Ed. trainee can install software on the computer.

For item 11 table shows that 66.0% B.Ed. trainee can operate CD on a computer.

For item 12 table shows that 70.2% B.Ed. trainees can operate a pen-drive on the computer.

For item 13 table shows that 79.5% B.Ed. trainees have use internet on their mobile phone.

For item 14 table shows that 81.7% B.Ed. trainees have ready to learn computer if opportunity were given

Recommendation to Educational Administrator

There is some recommendation given to educational administrators:

Special care and extra coaching can be provided to the B.Ed. trainees regarding the awareness of ICT.

Better attitude towards teaching profession may be developed among the B.Ed. trainees through guidance and counseling.

Necessary physical facilities and infrastructure facilities may be created in B.Ed. colleges to

Strengthen the ICT literacy of the B.Ed. trainees.

Training and development opportunities should be flexible by allowing choice and guidance

which are appropriate to the B.Ed. trainees who are at different stages of ICT literacy, and who are at different stages in their own career progression.

Provision should be given to the B.Ed. trainees in processing the resources such as internet, E-mail and video conferencing in education.

The teacher educators may advise the student-teachers to participate in co-curricular activities such as games, sports, and cultural events like music, dance, drama, art, painting, and clay modelling. These co-curricular activities have their own influence on the self-esteem of the student teachers.

Teacher trainees may be encouraged to become digitally fluent rather than digitally literate.

Provide an environment that will offer an excellent opportunity to improve self confidence and self-esteem of young people.

Allow the teaching community to update its knowledge based on the development of advancements in information technology. Thus will lead to the benefit of increased self-esteem and confidence in the teacher trainees and will help them in gaining better information about handling skills.

Conclusion

The use of ICT is changing teaching in several ways. . With ICT, teachers are able to create their own material and thus have more control over the material used in the classroom than they have had in the past. Rather than deskilling teachers as some scholars claim, it seems that technology is requiring teachers to be more creative in customizing their own material.From the investigation we know that most of the B.Ed. trainees are in the average level in the knowledge of ICT. To change this status, the knowledge of computers should be important among the children from the grass root level. Hence the curriculum developers and educational planners can take full effort in providing ICT knowledge to the students. In order to implement these institutions can also give their support and suggestions. Theoretical as well as practical knowledge should be provided to the trainees. This will be done with the help of well trained and experts in the technology subject especially in the computer field. From the analysis of the level of the present study, it is inferred that most of the B.Ed. students having the average ICT awareness. To improve their level of awareness' parents and teachers can take necessary steps. Our present Indian education system more weightage is given to the percentage of marks obtained. But we have given the importance and much more weightage to students' interest towards life. oriented education and providing a proper learning environment for construct a bright full nation.

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