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A STUDY OF AWARENESS REGARDING ICT AMONG SCIENCE WOMEN TEACHER EDUCATORS OF B.ED. COLLEGES OF AFFILIATED TO GULBARGA UNIVERSITY.

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ABSTRACT

According to the National Policy on ICT at School Education, government intends to introduce a programme of ICT literacy across all secondary schools in the States within the XI plan period. Hence teachers need to incorporate technology into the lessons. So ICT has been made a compulsory component of teacher education programme in India, particularly at secondary level (NCTE, 2006). The present study explored the awareness of Science women teacher educator of such programme about ICT.

technology and telecommunication and various instructional application systems. With Learning from the past efforts, it is important that adequate provisions are to be made for development of software and capacity building for teachers in order that ICT does not remain only as an additional to the existing subject area but become an integral part of the learning experience of all learners.

ICT incorporates a range of technologies used to support communication and information. ICT includes both networks and applications. Networks include fixed, wireless and satellite

telecommunications and broadcasting networks. Internet, database management systems (DBMS) and multimedia tools are some of the well known applications on technology worldwide. A holistic understanding of ICT necessarily includes consideration of implication of new policies on information and human resource development (Islam and Islam, 2006: 809-817).

The impact of the programme had been monitored by the performance of the student teachers by their performance in both theory and practical components. Due to the over loaded programme of teacher education in the recent past and due to the shortage of time for implementing ICT oriented teaching practice in

KEYWORDS : Science women teacher Educators , Information Communication Technology (ICT).

1.INTRODUCTION

With the fast pace at which Information Communication Technology (ICT) is getting introduced in the field of industries, trade and commerce, the information superhighway is literally knocking at our door and its entry into common life of the people cannot be stalled. With the array of instructional media now available, teachers have more ways to individualise and personalize instruction through computer and related software, video disc



colleges of education, there is a great need to find out the Impact of Computer Education in Teacher Education Programme in colleges of education. Hence an attempt is made by the investigator to study the awareness of Science women teacher educators about ICT in Teaching Learning Process.

The present researcher has made an attempt to study the awareness of Science women teacher educators working in different B.Ed. colleges affiliated to Gulbarga University about ICT.

2. OBJECTIVES:

The following objectives were framed for the present study;

- 1) To study the awareness of different district Science women teacher educators about ICT.
- 2) To study the awareness of urban and rural Science women teacher Educators about ICT.
- 3) To study the awareness of Government and private/aided B.Ed. College Science women teacher educators towards ICT.
- 4) To study the awareness of Science women teacher Educators having high, average and low teaching experience about ICT.

3. HYPOTHESES:

In pursuance of the objectives 1-4 the following null hypotheses were setup for the present study;

- 1) There is no difference between awareness of different district Science women teacher educators about ICT.
- 2) There is no difference between awareness of urban and rural Science women teacher Educators about ICT.
- 3) There is no difference between awareness of Science women teacher educators working in government and private B.Ed. Colleges about ICT.
- 4) There is no difference between awareness of the Science women teacher educators having high, average and low teaching experience about ICT.

4. LIMITATIONS OF THE STUDY:

- 1) The present study was confined to Science women Teacher educators of B.Ed. Colleges of affiliated to Gulbarga University.
- 2) The present study was limited to Science women teacher educators of B.Ed. Colleges only.
- 3) The present study was covered government and private B.Ed. Colleges
- 4) The present study was restricted to 't' test only.

5. METHODOLOGY ADOPTED:

5.1.Method of Research: The present study is a survey study of B.Ed. college Science women teacher educators.

5.2.Sample: For the present study a total number of 200 Science women Teacher educators were drawn by using stratified random sampling technique. Sample includes Urban, and rural college Science women teacher educators, different district college Science women teacher educators, high, average and low experienced college Science women teacher educators.

5.3.The tool used: The self-structured tool was used to collect the data from college Science women teacher educators. The tool was standardized by the investigators herself. It different includes items which are representing different aspects of ICT.

5.4.Statistical Technique used: Mean, SD and 't' ratio and F-test statistical techniques were used to analyse and interpret the data.

6. DATA ANALYSIS:

Data were analyzed and interpreted on the basis of objectives of the study.

Objective-1: To study the awareness of different district teacher educators about ICT.

Table - 4

Analysis of Variance for awareness of Science women teacher Educators of different districts B.Ed. colleges about ICT (Bidar, Kalaburagi, Yadgir and Raichur Districts)

	Sum of Squares	df	Mean Squares	F- Ratio
Between Groups	104167.57	3	34722.52	1521.35
Within Groups	4473.38	196	22.82	
Total	108640.95	199		

From Table 4, the result of interaction analysis exhibits that the interaction between different districts ($F=1521.35$) is significant at 0.01 level of significance. It means that place (Districts) affects on the awareness of Science women teacher educators about ICT. Therefore the null hypothesis "There is no significant difference between awareness of different district Science women teacher educators about ICT" stands rejected at 0.01 level of significance and alternative hypothesis was accepted that is there is significant difference between awareness of different district Science women teacher educators about ICT.

Objective-2: To study the awareness of urban and rural Science women teacher educators about ICT.

Table-2

Mean, SD and 't' value of marks gained by Urban and Rural Science women Teacher educator about ICT.

Sl. No.	Locality	N	Mean	SD	t-ratio	Level of Significance
1	Urban	100	163.6	9.79	58.74	Significant
2	Rural	100	121.8	10.81		

Significant at 0.05 level

Table-2: Indicates that awareness of urban and rural Science women teacher educators about has the mean score 163.6 and 121.8 and standard deviation 9.79 and 10.81 respectively. The t- ratio between these two groups is 58.74 which is significant at 0.05 and 0.01 level. Hence null hypothesis were rejected and alternative hypothesis was accepted. That is there is significant difference between awareness of urban and rural Science women teacher Educators about ICT.

Objective-3: To study the awareness of Government and private/aided B.Ed. College Science women teacher educators towards ICT.

Table-3

Mean, SD and 't' value of art women teacher educators working in Government and Private B.Ed. colleges

Sl. No.	Locality	N	Mean	SD	t-ratio	Level of Significance
1	Government	50	150.0	22.20	10.82	Significant
2	Private	100	135.4	22.28		

Significant at 0.05 level

Table-3 reveals that the awareness of Science women teacher educators working in government and private B.Ed. Colleges about ICT has the mean score 150.0 and 135.4 and SD 22.20 and 22.28 respectively. The ratio between these two groups is 10.82. Which is significant at 0.05 level. Hence null hypothesis-3 was rejected and alternative hypothesis was accepted i.e. there is significant difference between awareness of Science women teacher educators working in government and private B.Ed. Colleges about ICT.

Objective-4: To study the awareness of teacher Educators having high, average and low teaching experience about ICT.

Table - 4
Analysis of Variance for awareness of Science women teacher Educators having high, average and low teaching experience about ICT

Experience	Sum of Squares	Sum of Squares	df	Mean Squares	F- Ratio
High	Between Groups	86172.18	2	43086.09	377.76
Average	Within Groups	22468.77	197	114.05	
Low	Total	108640.95	199		

From Table 4, the result of interaction analysis exhibits that the interaction between high, average and low experience ($F=377.76$) is significant at 0.01 level of significance. It means that teaching experience affects on the awareness of teacher educators about ICT. Therefore the null hypothesis "There is no difference between awareness of the Science women teacher educators having high, average and low teaching experience about ICT" stands rejected at 0.01 level of significance and alternative hypothesis was accepted i.e. There is significant difference between awareness of the Science women teacher educators having high, average and low teaching experience about ICT.

7.IMPORTANT FINDINGS

- 1) There is significant difference between awareness of different district Science women teacher educators about ICT.
- 2) There is significant difference between awareness of urban and rural Science women teacher Educators about ICT.
- 3) There is significant difference between awareness of Science women teacher educators working in government and private B.Ed. Colleges about ICT.
- 4) There is significant difference between awareness of the Science women teacher educators having high, average and low teaching experience about ICT.

CONCLUSION:

The results shows that Urban B.Ed. college women teacher educators were had more awareness than rural B.Ed. college women teacher educators. This is because urban teacher educators have more sources of ICT compare to that of Rural teacher educator. The awareness of different district teacher educators has difference in extent awareness about. The experience affects on awareness of women teacher educators about ICT.

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