



A STUDY ON THE ICT USAGE OF THE TEACHER EDUCATORS WITH RESPECT TO FIELD OF SPECIALIZATION

Dr. T. M. Gnanasoundari

Assistant Professor, Department of Educational Planning and Administration,
TNTEU, Chennai, Tamil Nadu.

ABSTRACT :

For the world has shrunk as a Global Village, the 21st century is ushered in digital era. Consequently, the technology has become an inevitable, being a part and parcel of everyone's walk of life. There is a rapid change and transformation in the field of Education aftermath of robust development of ICT. As a result of the ICT development, particular in Education, it paved the way for enormous innovations and initiatives in the field of Education. So it is necessary that one should be good and well with the usage of ICT and its skills, particularly the teachers of 21st century to teach the younger generation. Therefore, this paper deals with ICT Usage of Teacher Educators in E-learning in precise.

KEYWORDS : ICT, 21st century , Teacher Educators

INTRODUCTION

Teachers lie at the core of any living society. They are important mediators of social change, social reconstruction, and social rejuvenation. A teacher's role is not only that of the leader of the children but of the guide to the entire community. Teachers are more important for any society, the task of their preparation and education assumes equal importance.

NEED AND IMPORTANCE OF THE STUDY

India has done a tremendous job to become one of the information technology superpowers. India has considered the use of ICTs as a means of education and primary force for the development of the nation from the use of satellite in the early 1970s. It has dedicated Satellite for Education (EDUSAT). The country's first online educational enterprise also came with the private initiative, when the National Institute of Information Technology started Net varsity in 1996.

There is no doubt that the ICTs enable to provide quality education to a large number of students. ICTs help to interact with students over a physical distance and access on libraries, journals and other



resources. With the help of ICTs educators/teachers can have access to students, colleagues, universities and so on. ICTs provide feedback without biases and provide lifelong professional virtual situation, training on demand and so on. Further, ICTs facilitate sharing of ideas, experience as well as collaborating on projects through virtual communities. ICTs contribute to the whole system of knowledge dissemination and learning. There at least five hierarchical levels, presentation, demonstration, drill and practice, interaction and

collaboration at which technologies may be used. The potentiality for interactive and collaborative learning can be best achieved by networked computers and connectivity to the World Wide Web.

Different ICTs have the potential to contribute to different facets of educational development and effective learning; expanding, access, promoting efficiency, improving the quality of learning and improving management systems. Moreover, ICTs offer possibilities in lifelong learning, and e-learning for the workplace. ICTs, are dominating now in all over private sphere, social and working environment.

Hence the investigator comes to a conclusion that ICT usage drives our nation to the path of the victory, to be a developed nation. Hence the investigator feels that the teacher educators who shapes the student trainees of the next generation to be the best in all aspects. Hence the investigator decided to study the "ICT usage of the Teacher Educators".

OBJECTIVE OF THE STUDY

- To study whether there is any significant difference in the usage of ICT among teacher educators based on field of specialization with respect to arts, science and vocational.

HYPOTHESIS

1. There is no significant difference in the usage of ICT among teacher educators based on field of specialization with respect to arts, science and vocational.

METHOD & SAMPLE

Survey method was used for this study. The stratified random sample consisted of 300 teacher educators in Chennai district.

DATA ANALYSIS

Table 1: ICT usage Teacher Educators based on Field of Specialization with respect to Arts, Science and Vocational

Source of variation	Sum of squares	df	Mean squares	F	Result
Between Groups	56.989	4	99.94	0.70	Not Significant
Within Groups	7829.397	296	26.45		
Total	7886.386	300	45.44		

Table-1 shows that the F-value 0.70 is lesser than the table value at 0.05 level of significance for ICT usage among teacher educators based on field of specialization with respect to arts, science and vocational. Hence, it is concluded that there exist no significant difference among the groups. Therefore the null hypothesis is accepted.

FINDING

- There is no significant difference in the usage of ICT among teacher educators based on field of specialization with respect to arts, science and vocational.

CONCLUSION

In Modern Era, due to the development of ICT many changes occur in the society. Nowadays, learning cannot be fulfilled without ICT; most of the teachers depend on the subjects for their enrichment of teaching. As a Teacher Educator, everyone should have determinant to enhance our knowledge on ICT and horn their skills to obtain more knowledge and motivate them made to reflect in their classes.

REFERENCES

1. Aggarwal, J.C. (2005). Essentials of Educational Technology. New Delhi: Vikas Publishing House.
2. Bracey, B. (2005). ICT: A Powerful New Tool to Teach Literacy. In Bracey, B., Culver, T., Ed. "Harnessing The Potential of ICT for Education - A Multistakeholder Approach" [Internet] United Nations ICT Task Force. Retrieved from <http://www.digitaldivide.net/comm/docs/view.php?DocID=199>
3. Fouth, J. C. (2005). ICT in Education: A Practical Approach. In Bracey, B., Culver, T. (eds.) "Harnessing the Potential of ICT for Education - A Multistakeholder Approach" [Internet] United Nations ICT Task Force. Retrieved from <http://www.digitaldivide.net/comm/docs/view.php?DocID=199Akbaba->
4. Hepp, K. P., Hinostroza, S.E., Laval, M.E. & Rehbein, L. F. (2004). Technology in Schools: Education, ICT and the Knowledge Society. [Internet] OECD. Retrieved from www1.worldbank.org/education/pdf/ICT_report_oct04a.pdf
5. Kuamar, K.L. (1996). Educational Technology. New Delhi: New Age International Publishers Pvt. Ltd.
6. UNESCO (2002). Information and communication technologies in teacher education: A planning guide. <http://www.unesco.or>