



The impact of value-added course in computer literacy on trainee teachers of B.Ed

Akhilesh Ramesh Bramhe, Prit Roshan Badhiye

Assistant professor (CHB), P.G. Department of Education, R.T. M. Nagpur University, Smt. Kishoritai Bhoyar Adhyapak Mahavidyalaya, Kamptee, Maharashtra, India

Abstract

As education increasingly integrates technology, the importance of computer literacy for future educators cannot be overstated. This study investigates how such courses enhance teaching competencies, improve student engagement, and prepare B.Ed. students for modern educational environments. This research paper examines the influence of value-added course in computer literacy on trainee teachers of B.Ed. The study involved 50 trainee teachers enrolled in the B.Ed. course at Smt. Kishoritai Bhoyar Adhyapak Mahavidyalaya, Kamptee. The present study was experimental in nature. A single-group experimental design was employed. The participants were assessed using a self-prepared criterion-referenced test. Initially, a pre-test was administered to the group prior to any intervention. After the intervention, the same group was assessed again using the same self-prepared criterion-referenced test. The test scores were thoroughly analyzed. The results indicate a significant improvement in trainee teacher's ICT skills and their classroom teaching abilities. Additionally, the course had a positive impact on their confidence levels. This study emphasizes the significance of ICT skills for effective teaching in teacher education.

Keywords: Computer literacy, trainee teachers of b.ed., value-added course, teaching competencies, educational technology

Introduction

In today's educational landscape, the integration of technology into teaching practices is essential. Computer literacy has become a crucial skill for educators, empowering them to effectively utilize digital tools in their classrooms. This paper examines the impact of value-added courses in computer literacy on B.Ed students, focusing on their teaching competencies, student engagement and overall readiness for the teaching profession.

Background

The rapid advancement of technology has led to significant changes in educational methods. Value-added courses in computer literacy provide B.Ed. students with essential skills for effectively using educational technology. These courses often include training in software applications, digital communication, and online teaching strategies.

Objectives of the Study

- To assess the effectiveness of computer literacy course in enhancing teaching methods among B.Ed students.
- To evaluate the impact of the course on B.Ed. students.

Research Methodology

The present study was experimental in nature. A single-group experimental design was employed. The participants were assessed using a self-prepared criterion-referenced test. Initially, a pre-test was administered to the group prior to any intervention. After the intervention, the same group was assessed again using the same self-prepared criterion-referenced test. Test scores were analysed for any statistically significant differences.

Sample

A sample of 50 students of B.Ed.course studying at Smt. Kishoritai Bhoyar Adhyapak Mahavidyalaya in Kamptee

Tools Used

- Value Added course in Computer Literacy
- Achievement test

Researcher prepared achievement test of 50 marks with mixed questionnaire and practical. It was used as Pre-test and Post-test.

Data Collection

For data collection, a pre-test was administered to the group prior to Value Added Course in Computer Literacy. After the Completion of Course, the same group was assessed again using the same self-prepared criterion-referenced test. After administration, scoring was done according to the prescribed marking criteria, the scores were thoroughly analysed for any statistically significant differences.

Statistical Techniques used

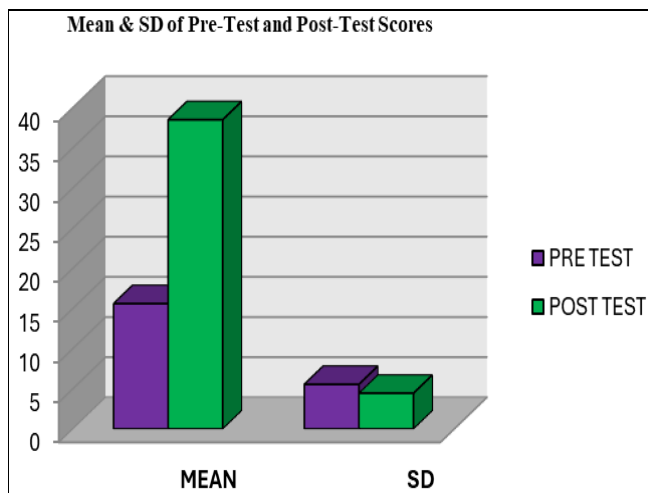
The collected data underwent analysis using statistical techniques such as mean, standard deviation (S.D.), and t-test.

Analysis and Data Interpretation

Effectiveness of Value Added Course in Computer Literacy

Test	N	Mean	SD	t-value
Pre-Test	50	15.6	5.55	23.5*
Post-Test	50	38.5	4.44	

From the table, the mean scores of pre-test and post-test of the group are 15.6 and 38.5 respectively. The standard deviation of pre-test and post-test of the group are 5.55 and 4.44 respectively. The t-value 23.5 is significant at 0.01 level. It reveals that Value Added Course in Computer literacy had a positive impact on B.Ed. students.



Findings

After carefully analyzing the collected data and interpreting the results, it is clear that Value Added Course in Computer literacy had a positive impact on B.Ed. students.

Conclusion

Value-added course in computer literacy play a crucial role in equipping B.Ed. students with the necessary skills to succeed in modern educational environment. As technology continues to evolve, it is essential that teacher education programs prioritize computer literacy to effectively prepare future educators.

Recommendation

1. Teacher education programs should continuously update computer literacy course content to include emerging technologies.
2. Institutions must provide ongoing support and resources for students struggling with technology.
3. Future studies should explore the long-term impacts of computer literacy on teaching practices and student outcomes.

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