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Awareness and Usage of ICT by M.Ed. Scholars: A Special Reference to St. Xavier's College of Education (Autonomous), Palayamkottai - A Study

Dr. T. Raja¹  S. Arockiasamy²

Introduction

Educational systems around the world are under increasing the pressure to use ICTs to impart students the knowledge and skills they require in the 21st century. Teacher Education institutions and programmes have the critical role to provide the necessary leadership in adapting pre-service and in-service teacher educators to deal with the current demands of society and economy. ICTs are one of the major contemporary factors shaping the global economy and producing rapid changes in the society. Designing and implementing successful ICT enabled teacher education programme is key to wide ranging educational reform. A teacher is able to integrate the use of ICT in to training effectively if he develops various competencies like creativity, flexibility, logistic skills, administrative skills, organizational skills and collaborative skills etc., through various approaches like e-learning, e-mail, e-publishing, e-university, e-books, e-journals, and e-library. ICTs are considered as a medium whenever they are used to support teaching and learning. So this study has been undertaken for identifying the awareness and usage of ICT among M.Ed Scholars in St.Xavier's College of Education, Palayamkottai.

Institute Profile

St. Xavier's College of Education is one of the three Educational Institutions owned by the Society of St. Francis Xavier, a body registered under the Societies Registration Act, (S.No.3 of 1920-21) having its office at Palayamkottai. The College was started in 1950 as St. Xavier's Teachers' Training College at St. Xavier's College (Autonomous) Campus by Rev. Fr. Bonhoure S.J. as its first Principal. UGC conferred the Autonomy status to our college in 2006. Our college has been re-accredited (3rd Cycle) by NAAC at "A" Grade with CGPA: 3.67 in 2013. The library is a heart of our institution and very helpful to the student teachers and researchers. Library has an area of 2000 sq. ft. and seating capacity for about 100 readers. At present the library houses a collection of above 19186 books, 416 book bank books,782 dissertations, 657 back volumes of

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journals, 120 CD's and previous year question papers. The library subscribes 28 journals from reputed institutions, 25 magazines and 2 news papers. The library also subscribes the Dissertation Abstracts Proquest Online and UGC N-List Consortia. Library has been fully computerized through Rovan Technologies library management system and students make use of this computer-based catalogue (OPAC).

Objectives of the study

- To find the level of awareness and usage of ICT among M.Ed. scholars.
- To find the level of awareness and usage of ICT among M.Ed. scholars with respect to gender.

Hypothesis of the Study

- There is no significant difference between male and female scholars in their awareness and usage of ICT among M.Ed. scholars.

Research Design

Five point scale tool of sample collection was followed in the paper. The sample consists of 54 post graduate scholars pursuing M.Ed. degree at St. Xavier's College of Education; Palayamkottai. The following statistical methods was used for analysis and interpretation in the study applying in the study Percentage Analysis and t-test.

Findings of the Study

Table 1

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Awareness and Usage of ICT</td>
<td>11</td>
<td>20.4</td>
<td>34</td>
</tr>
</tbody>
</table>

Table 1 reveals that 20.4% of M.Ed. scholars have low, 63.0% of them have moderate and 16.6% of them have high level of awareness and usage of ICT.
Table 2
Level of awareness and usage of ICT among M.Ed. scholars with respect to gender

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>Low</th>
<th></th>
<th>Moderate</th>
<th></th>
<th>High</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Awareness and Usage of ICT</td>
<td>Male</td>
<td>4</td>
<td>15.4</td>
<td>17</td>
<td>65.4</td>
<td>5</td>
<td>19.2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>7</td>
<td>25.0</td>
<td>17</td>
<td>60.7</td>
<td>4</td>
<td>14.3</td>
</tr>
</tbody>
</table>

Table 2 reveals that among the male scholars, 15.4% of them have low, 65.4% of them have moderate and 19.2% of them have high level of awareness and usage of ICT. Among the female scholars, 25.0% of them have low, 60.7% of them have moderate and 14.3% of them have high level of awareness and usage of ICT.

Table 3
Significant difference between male and female scholars in their awareness and usage of ICT among M.Ed. scholars

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>Calculated 't' value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>26</td>
<td>42.69</td>
<td>3.947</td>
<td>0.95</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>28</td>
<td>41.32</td>
<td>6.254</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(At 5% level of significance the table value of ‘t’ is 1.96, NS - Not Significant)

Table 3 reveals that the calculated ‘t’ value is lesser than the table value at 5% level of significance. That is, there is no significant difference between male and female scholars in their awareness and usage of ICT among M.Ed. scholars. Hence the null hypothesis is accepted.

Suggestions

- ICT should be integrated in the curriculum of Teacher Education.
- Feedback through ICT should be encouraged.
- Research and Innovations in ICT should be encouraged.
- Active collaboration & resources sharing among neighbour institutions through ICT.
- Accessibility of ICT facilities should enhanced.
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Conclusion

ICTs such as a video, television, and multimedia computer software that combine text, sound and colourful moving images can be used to provide. Challenging and authentic context that will engage the student in the learning process. This study emphasized that high level of awareness and usage of ICT among M.Ed. scholars and also both male and female scholars are awareness and usage of ICT. So that teacher education students are highly adopted the awareness and use of ICT tools in the teaching-learning process, classroom and research activities.

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