



A Study of Use of ICT aptitude of B.Ed. Trainees of Hemchandracharya North Gujarat University

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Abstract:

Present Study has been done to know about Use of ICT aptitude of B.Ed. Trainees in of Hemchandracharya North Gujarat University. For the present study gender and area consider as variables. Total 388 trainees were selected from Patan District. To know about Use of ICT Aptitude of B.Ed. Trainees; Self prepared and standardize Use of ICT Aptitude Test were used as tool. On the basis of the score obtain by the trainees mean, standard deviation, standard error of mean and t-values were calculated for data analysis. Effect of gender and area was found significantly.

Keywords: *Use of ICT Aptitude*

1. Introduction

Awareness in Use of ICT means as individual is eager to achieve efficiency in his inner power and is interested to practice for development that ability. Present abilities indicate merit of future. Specific abilities, inherent within the person, can be developed by training. Suppose that a student has interest to learn Use of ICT subject, we can train him for this subject as and when he becomes aware of learning it by providing training. Some kinds of knowledge, skills and responses can be cultivated, but awareness only is not a skill or efficiency. It is such a present situation which indicates if the person is given training, he can attain skill or efficiency. This awareness must be stable for a long time. If it is not, how can future skills be predicated?

Being awareness of learning any thing, its Test like Intelligence Test can be constructed. In this way "Measurement means static description showing which extend certain characteristic is found within a person. We should make him do some small work to know whether individual can learn some work easily or not.

Awareness in Use of ICT is created among students by teaching knowledge of Use of ICTs to students at primary, secondary and higher secondary level. Knowledge of Use of ICT is provided to students while teaching in class-room and in Use of ICT room. Students are provided knowledge of Microsoft DOS, Windows. Paint, MS Office Programming, Internet, Accounting etc in schools so aptitudes towards Use of ICTs is created.

Thus, measurement of knowledge of Use of ICT is not only important during school education but also to guide students in selection of optional subjects in study in future. Technology has tried to bring innovative changes in traditional teaching methods. By using Use of ICTs, teaching process has been important and made it effective. Cognitive development, Emotional development and active development can be possible by using Use of ICTs and technology in education system. Use of ICT assisted teaching-learning has given unprecedented contribution to educational world. Its effect is found stable and students create interest in study.

2. Objective of the Study

1. To Know Level of Use of ICT Aptitude of B.Ed. Trainees

- 2.To Study the Use of ICT Aptitude of B.Ed. Trainees in relation to their gender.
- 3.To Study the Use of ICT Aptitude of B.Ed. Trainees in relation to their area.

3. Hypothesis of the Study

- H01** There will be no significant difference between the mean scores on Use of ICT Aptitude test of Male and Female Trainees of B.Ed. Colleges.
- H02** There will be no significant difference between the mean scores on Use of ICT Aptitude test of Urban and Rural area Trainees of B.Ed. Colleges.
- H03** There will be no significant difference between the mean scores on Use of ICT Aptitude test of General and Reserve Caste Trainees of B.Ed. Colleges.
- H04** There will be no significant difference between the mean scores on Use of ICT Aptitude test of Arts and Commerce stream Trainees of B.Ed. Colleges.

4. Research Method

In the present research the researcher used Survey Method.

5. Population

In the present study, the population is teachers performing duties in Gujarati medium B.Ed. Colleges Affiliated with Hemchandracharya North Gujarat University.

6. Methods of Sampling

In the present study, the researcher has selected trainees of B.Ed. Colleges were classified as male and female. Further, they were classified in two parts: Urban and rural area. In this way, total 400 trainees were selected for sample in the present study. Out of 200 trainees 200 trainees from rural area and 206 trainees form urban area during the year of 2022-23.

7. Tool of the Study

In the present study, the researcher had prepared Use of ICT Aptitude Test.

8. Method of Analysis

Data was analysis according to the gender, area and experience like variables. After that mean, standard deviation, standard error in standard deviation were counted. The hypothesis of research, according to the researcher objectives, were checked by 't' value. For this arithmetical counting, MS EXCEL Use of ICT programme was used.

9. Testing of Null Hypothesis

Table 1: Average, Standard Deviation and t-value of Score on the Basis of Gender

Gender	N	Mean	S.D.	Standard Error	t-Value	Level
Male	200	325.61	27.68	2.87	3.16	0.01
Female	200	316.64	28.01			

From Table 1 it becomes clear that the (**H0₁**) is getting rejected at 0.01 level it means the male and female trainees are having difference in Use of ICT Aptitude.

Table 2: Average, Standard Deviation and t-value of Score on the Basis of Area

Area	N	Mean	S.D.	Standard Error	t-Value	Level
Urban	200	318.17	24.92	2.94	2.19	0.05
Rural	200	324.46	31.13			

From Table 2 it becomes clear that (**H0₂**) is getting rejected at 0.05 level it means the trainees of urban and rural area are having difference in Use of ICT aptitude.

10. Findings of the study

1. Majority of Trainees found medium level of Use of ICT Aptitude.
2. Effect of Gender found on Use of ICT Aptitude of B.Ed. Trainees. Male trainees were found to have higher Use of ICT Aptitude than Female Trainees which shows that gender of B.Ed. Trainees is affecting variable to Use of ICT Aptitude.
3. Effect of area found on Use of ICT Aptitude of B.Ed. Trainees. Trainees of Urban area were found to have higher Use of ICT Aptitude than Trainees of rural area which shows that area of B.Ed. Trainees is affecting variable to Use of ICT Aptitude.
4. Effect of gender not found on Use of ICT Aptitude of B.Ed. Trainees of rural area. Thus, Male and female trainees of rural area were equal as far as their Use of ICT aptitude concern, which shows that gender of rural area B.Ed. Trainees is not affecting variable to Use of ICT Aptitude.
5. Effect of gender found on Use of ICT Aptitude of B.Ed. Trainees of urban area. Male Trainees of Urban area were found to have higher Use of ICT Aptitude than Trainees of female trainees of urban area which shows that gender of B.Ed. Urban area Trainees is affecting variable to Use of ICT Aptitude.

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