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CHAPTER - I

INTRODUCTION

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Interest ! A most important thing in human life! Generally a person takes interest in those things that he likes. If there will be no interest in individual's life then his life will be dull and meaningless. If a person doesnot get desired thing he suffers from frustration and loses his mental peace. The same situation is true about students, as they are also human beings and bridge between the modern world and education.

Different subjects are taught to students. But liking of the students is different and their opinions about the subject are also varied. If the student gets scope in the subject that he likes, he develops his bright carreer with the help of that subject. There are so many examples of various scientists like Einstein, Newton, Dr.C.V.Raman, Dr.Jayant Narlikar etc. There are many examples like Lata Mangeshkar of liking any art and devoting for it. Indira Gandhi was interested in politics, so she got lot of knowledge from that subject and became a successful prime minister and politician.

Thus, there is necessity to understand the interests of students and to help them by giving proper vocational guidance which is very important for

development of the bright carreer of the students.

The interest can be measured with the help of interest inventories. Various interest inventories are available to measure the interests of students of various age groups and in various subjects like Science, English, Mathematics, etc. They are useful for the teachers also, because they help the students of high and low interest to encourage high interested students and to develop proper interest among low interested students.

Bingham (1937) says, 'An interest is a tendency to become absorbed in experience and to continue it.'[1]

According to Strong (1943), 'Interest is present when we are aware of an object or better still, when we are aware of outset or disposition towards the subject. We like the object when we are prepared to react towards it, we dislike the object when we wish to let it alone or get away from it.'[2]

But there must be scientific base for the areas of interest, so it is necessary to measure interest of students in various subjects objectively.

Education makes a revolutionary change in human life and also effective for growth of nation. So the place of teacher is very important and becoming more and more respectable in society. Education is bipolar

process. Teacher is one pole of process. Hence training of teacher is a required milestone in the present position of education.

Once a question was posed to John F. Kennedy, the martyr president of the U.S.A. - How are we going to get the best education in the world ? The answer was, 'One of the ways is to have best trained and responsible teachers.'

In the training programme of teachers the colleges of education play a most important and crucial role. Now a days they are centres of attraction between the large crowd of students and their parents. Society has also realised the vital role of teacher, his training and importance of education in human life.

The severe problem for colleges of Education is admission of students. This problem is solved by centralising the admission system. But the process doesnot ends, after admitting the students to respective colleges, another vital work is to give them the optional subjects and methods. The list of optional subjects is given in the syllabus prescribed for B.Ed Course. Methods can be offered according to their special subjects at degree course. But the process of selection of optional subjects is not the same as the students donot know about these subjects. This process

in B.Ed colleges takes place so rapidly that students get jumbled about the selection of optional subjects.

The optional subjects which are suggested and approved for degree course of education in Shivaji University, Kolhapur are Educational Technology, Population Education, Environmental Education, Computer Education, Adult and Nonformal Education, Classroom Research, Education for Children with special needs, Education for community development, Education for rural development, Guidance and Counselling, Health and Physical Education, School Library Services and Value Education. They are thirteen in number.

Student has to choose one out of these thirteen subjects of course. All these elective subjects are not taught in each and every college. Only three or four subjects are taught in single college. Thus some of the students offer Educational technology as an optional subject. Actually this subject no doubt provides valuable information, knowledge and practicals in the variety of topics including the latest techniques and tools such as computer literacy, models of teaching, audio-visual aids language laboratory etc., which are very useful for effective and successful teachers. So study of educational technology is very very important.

IMPORTANCE OF EDUCATIONAL TECHNOLOGY :-

Everyone knows that education must serve as powerful instrument of social, economic and cultural transformation necessary for the realisation of the natural goals. The following problems are the main problems which can be solved by education.

1. Knowledge explosion :- found in developed countries.
2. Population explosion :- Particularly in the developing countries.

3. As most of countries in the world are connected to each other in some form, with these problems and what is needed today is 'Education explosion.'

4. Eradication of illiteracy is the immediate problem in developing countries. It has been estimated that half of the world population is totally illiterate. To illiterate this problem we need more teachers. However this will not be permanent solution for increasing problem of illiteracy in developing countries like India.

Educational technology provides the necessary answers to above problems. It definately aids in the improvement of teaching learning process and effective use of Educational Technology the humans, especially the teachers in the school, have a vital role to play.[3]

The relationship between the objectives of education and educational technology appears to be reciprocal. Development in technology brings about changes and shifts in educational goals which, in their turn stimulate the emergence of newer techniques.

WHAT IS EDUCATIONAL TECHNOLOGY :-

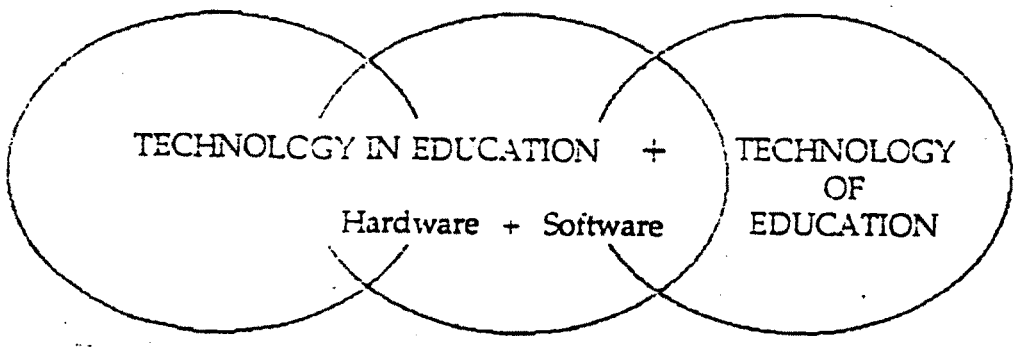
Educational technology refers to the techniques as also the technical contrivances. Education i.e., the act or process of acquiring and imparting the knowledge is crucial for the development of learner with a view to his or her participation in the transformation of the world for a better tomorrow. Learning and understanding are basic to the definiton of education.

Educational Technology is not a simple combination of the words that is -

1) Technology in education and

2) Technology of education

but it is even more than the sum of the above two interpretations that is shown as below.[4]



EDUCATIONAL TECHNOLOGY

Fig No. I.1

(Source : K.L.KUMAR (1996), Educational technology)

Early developments referred to the role of technology in education which signify the use of audio-visual equipments that is hardware in educational processes. Later developments recognise the concept of Educational Technology i.e. techniques and methodologies of teaching-learning process. This is indeed the software aspect of edcuational technology.

The use of technology in education results in increased effectiveness of the educational process, use of technology in training results in increased productivity through enhanced human capability. For example telephone extends our capability to talk and listen over long distance. Overhead projectors extendes our capabilities to project a large image of a visual on a screen and slides enable us to capture real-life events and bring them into the classroom.[5]

DEVELOPMENT OF EDUCATIONAL TECHNOLOGY :-

The subject of educational technology has developed over three aspects after the second world war 1) Mass-communication, 2) Individual learning and 3) Group learning strategies.

According to Elton each of these aspects has passed through the following three phases.[6]

1) Research (R).
2) Development (D)
3) Used (U).

This is shown schematically in Fig. I.2

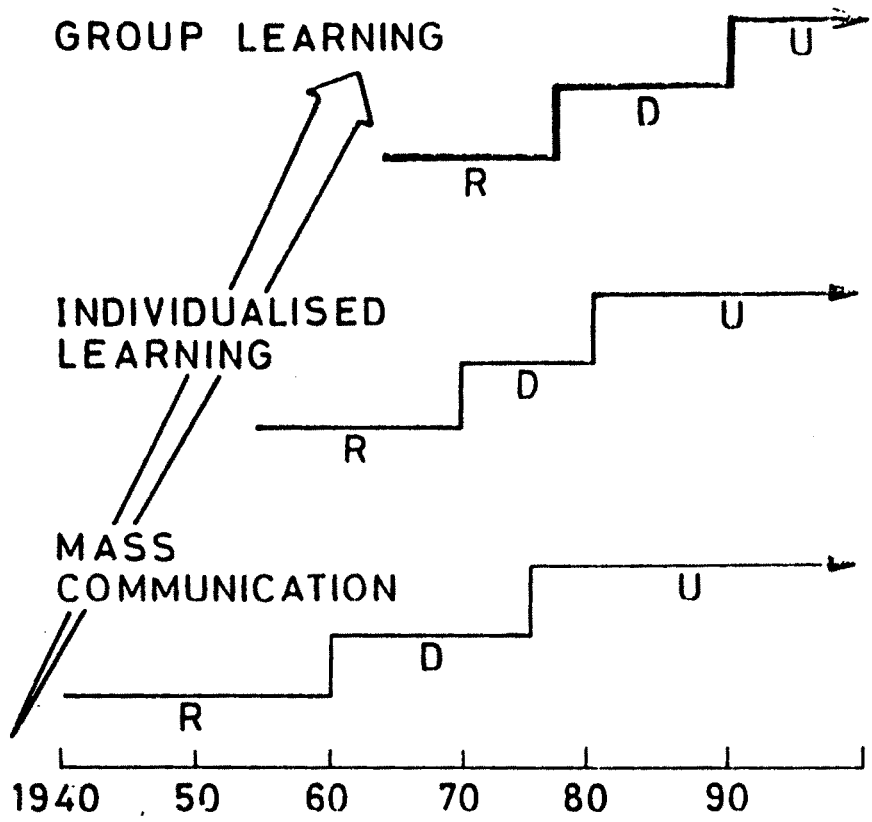


Fig No. I.2

Elton's Model for Development of Educational Technology)

(Source : K.L.KUMAR (1996) Educational Technology)

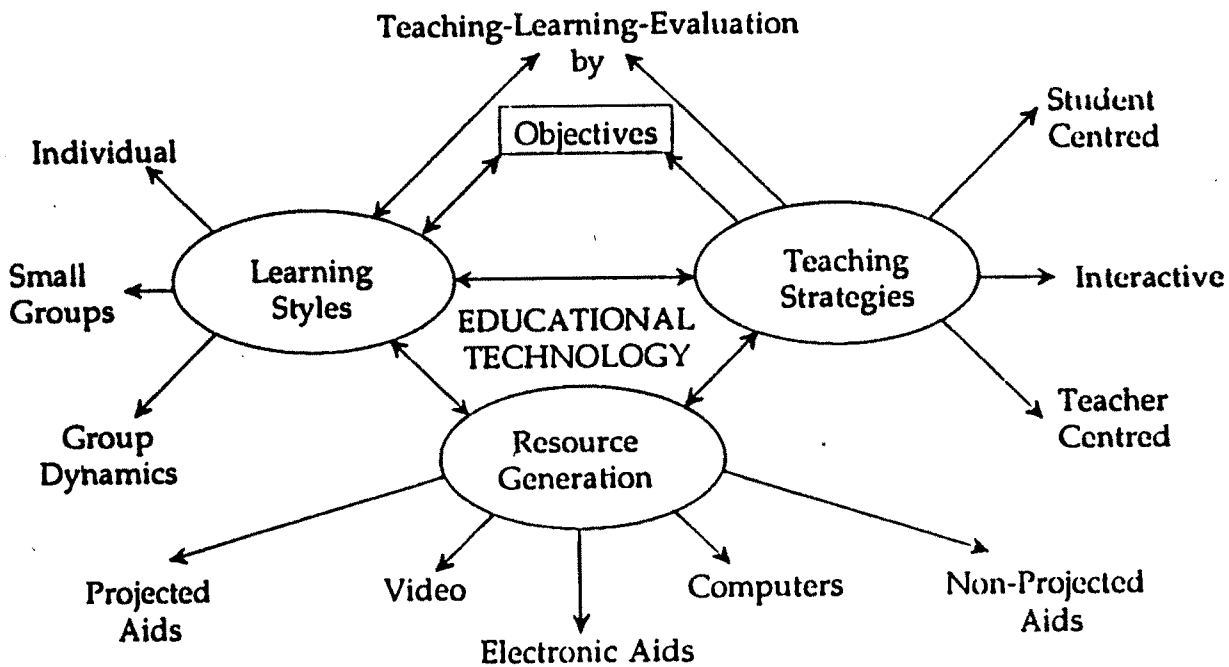


Fig No. I.3

Components of Educational technology

(Source : K.L.KUMAR (1996) Educational Technology P.10)

Dealing with the interacting subsystems or components of the Educational technology system is referred to as the systems approach in dealing with institutional problems and developmental issues. It brings into focus the process and product orientation of Educational technology which is shown in Fig. I.3.

From the above information one can decide that the study of ducational technology is very very important in the teaching learning process for B.Ed. students.

But this subject is taught to restricted number of students and is assigned according to their desire. The main thing is that they have been given only the general idea about the subject, though this subject is new for the students of all faculties. So it is necessary to know the interest of the students who opt it and create interest about Educational technology among the students by removing the wrong ideas in the minds of the students.

Besides this we can say that Educational technology is not only important for some students but also an integral part of teaching training process, perhaps part and parcel of the effectiveness of teaching.

Taking into consideration the above points it is necessary to measure the interest in the subject - Educational technology and such inventory is not available yet in teaching learning field. (educational field). Hence preparation or development of an interest inventory of Educational technology and its standardization is need of time. It will be a new contribution to the educational field. Hence researcher has selected this problem for her dissertation.

STATEMENT OF THE PROBLEM :-

'Preparation and standardization of an Interest Inventory for Educational Technology.'

SIGNIFICANCE OF THE PROBLEM :-

After selecting the above problem an attempt is made to answer the questions which are very crucial in teacher education field. One should realise that how many student teachers are really interested in educational technology ? why ? What are the reasons behind, 'Not offering' or Not liking the subject and how many student teachers like this subject and how many donot?

So it will be easy to answer the above questions the research on the above problem is necessary. Also the interest inventory for educational technology is not yet been developed, which is need of

time so findings can help in strengthening the importance of Educational technology.

OBJECTIVES OF THE PROBLEM :-

1. To study the concept of interest and interest inventory.

2. To study all units in the present syllabus of Educational technology for B.Ed. course.

3. To standardize the interest inventory and to calculate reliability validity and norms.

4. To find out interest of urban and rural student teachers in Educational technology.

5. To find out interest of female and male student teachers in Educational technology.

6. To find out interest of student teachers with Educational technology and student teachers without Educational technology.

ASSUMPTIONS :-

1. Educational technology has been taught in Azad College of Education .
2. The students are offered the subject Educational technology by giving only general idea of the subject.
3. There is necessity of teaching Educational technology admitting the students after measuring the interest.
4. The interest in Educational technology can be measured by using interest inventory.

HYPOTHESES :-

H_1 There is no significant difference between the female student teachers and male student teachers in interest of Educational technology.

$H_{1.1}$ There is no significant difference between the female student teachers and male student teachers in cognitive interest. Interest areas on page (50)

$H_{1.2}$ There is no significant difference between female student teachers and male student teachers in creative interest.

$H_{1.3}$ There is no significant difference between female student teachers and male student teachers in applied interest.

$H_{1.4}$ There is no significant difference between female and male student teachers interest related to management.

$H_{1.5}$ There is no significant difference between female student teachers and male student teachers in skill based interest.

H_2 There is no significant difference between the urban student teachers and Rural Student teachers in interest of Educational technology.

$H_{2.1}$ There is no significant difference between the urban student teachers and rural student teachers in cognitive interest.

$H_{2.2}$ There is not significant difference between the urban student teachers and rural student teachers in creative interest.

$H_{2.3}$ There is no significant difference between the urban student teachers and rural student teachers in applied interest.

$H_{2.4}$ There is no significant difference between the urban student teachers and rural student teachers in interest related to management.

$H_{2.5}$ There is no significant different between the urban student teachers and rural student teachers in skill based interest.

H_3 There is no significant difference between the ET students and Non ET students in Educational technology.

ET - Student teachers with Educational technology.

Non ET -Student teachers without Educat ional technology.

$H_{3.1}$ There is no significant difference between the ET students and Non ET students in cognitive interest.

$H_{3.2}$ There is no significant difference between the ET students and non ET students in creative interest.

$H_{3.3}$ There is no significant difference between the ET students and Non ET students in applied interest.

$H_{3.4}$ There is no significant difference between the ET students and Non ET students in interest related to management.

$H_{3.5}$ There is no significant difference between the ET students and Non ET students in skillbased interest.

SCOPE AND LIMITATIONS :-

1. The present study takes into account only four topics from the present syllabus of Educational technology for B.Ed. course.

2. This study considers 135 student teachers in Azad College of Education of the academic year 1996-97 only.

3. The reliability has been determined only by test retest method by calculating coefficients of correlation.

4. Norms are calculated on the same students in Azad College of Education. So they are useful in the same conditions and same colleges like Azad College of Education.

DEFINITIONS OF TERMS :-

1. Standardization :-

It is nothing but the uniformity of testing conditions. The process of standardization means making the procedure, apparatus and scoring of a test fixed so that precisely the same test can be given at different times and places.

2. Interest :-

Interest is a tendency to become absorbed in experience and to continue it.

3. Interest Inventory :-

The standardized instrument or test which can be used for measuring the interest of an individual.

4. Educational Technology (E.T.) :-

Educational technology is the development, application and evaluation of system, techniques and aids to improve the process of human being. It is nothing but systematic application of scientific and other organised knowledge of practical task. It is an optional subject assigned for B.Ed. Course.

5. ET Student Teachers :- Student teachers with Educational technology.

6. Non ET Student Teachers :- Student teachers without Educational technology.

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