

A Comparative Study on Aptitude of B.Ed. Trainees towards the Online and offline Mode of Teaching

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Abstract

The point of this study was to find out how B.Ed. students who were going to teach kids both online and off felt about it. With the help of a teaching ability test tool, a self-made form with 25 questions was sent to future teachers to find out about their online and offline teaching skills. The data was compared by gender and showed that there was no significant difference in the teachers-to-Be's teaching skills based on gender. However, there was a significant difference in whether they taught online or in person.

Keywords: Aptitude, B.Ed. Trainees, Online to Offline Mode

Introduction:

Particularly at the university level, we have a lot of technological tools at our disposal. Having the correct attitude is more of a state of mind than a visible display; it is essential for both students and instructors. The future of higher education has been hybrid online/offline courses since the turn of the century. At the tail end of 2019, COVID-19 made its arrival and promptly began to spread around the globe. It partitioned the world into halves in the first quarter of 2020. However, due to the restricted and stringent nature of the COVID-19 shutdown, many educational institutions have opted to shift to online learning and nighttime coordination. This study aims to determine the effectiveness of online and off-campus learning environments for Bachelor of Education (B.Ed.) students.

Rationale of the Study

Each class has its own set of rules, ideals, values, and other things. Teachers-to-be are taught about their morals and ideals, as well as how well they know how to use their teaching skills and subject information. Teachers do many things besides teaching. They study, give advice, do extra work, make teaching tools, and run their classes. Being aware of their skills can help you decide how well they'll do as teacher trainees. It's clear that the teachers who teach other teachers have a lot to do with how well online and offline ways of teaching improve and how skilled the teachers who teach others

are. The internet has changed how we teach and learn. It began a revolution in information that has totally changed how people find and use information. You can quickly find information on the internet, which has made it a great way to learn. It's now the biggest digital library in the world, and it's changed the way teachers and students do their schoolwork in a big way.

Statement of the study

A Comparative Study on Aptitude of B.Ed. Trainees towards the Online and offline Mode of Teaching

Objectives

- To compare aptitude of B.Ed. Male and Female trainees towards the online and offline mode of teaching.

Hypothesis

- There is no significant difference in Aptitude of B.Ed. Male Female Trainees towards the Online and Offline Mode of Teaching.

Variables: In the proposed study variables are:

(a) Independent Variable - Online and offline mode of teaching

(b) Dependent Variable - B.Ed. Trainees

Method of Research

A great deal, including concrete details, emotions, deeds, and ideas from long ago.

This paper made use of the survey approach. Data collected through questionnaires on There are more affordable ways to obtain information than surveys. It is simple and fast to make and distribute surveys.

Population

In their demographic research, students from the Bachelor of Education program at KSKU University examined seven different universities.

Sample

A total of 80 trainees made up the sample for this study, which used the purposive sampling approach.

Testing of Hypothesis

There is no significant difference in Aptitude of B.Ed. Male & female Trainees towards the Online and Offline Mode of Teaching.

Category	Total Student (N)	Mean (M)	Standard deviation (S)	t Value	Result
Male M.Ed Trainees	40	20.31	1.870	2.60	Hypothesis accepted
Female M.Ed Trainees	40	21.80	2.771		

Value of t at 0.05 level=	1.99
Value of t at 0.01 level =	2.63

Analysis

We calculated the t-value for the skill gap between online and offline training modes using the data in the table above, and the result is 2.61. At both the 0.05 and 0.01 significance levels, this figure is lower than the 2.63 level but higher than the t-value of 1.99. The range for both sets of data is 20.31 to 21.80, with a range of 1.87 to 2.771. Because of this, we can say that the null hypothesis, which stated that male and female B.Ed. trainees had similar difficulties with both online and offline teaching, is not true. The hypothesis was validated.

Conclusion

As a result, it's safe to claim that female B.Ed. trainees pay more than their male counterparts. Both the level and standard deviation of trainees, as well as the standard deviation of female B.Ed. students, showed this phenomenon more frequently. More women than males were enrolled as B.Ed. students among the trainees. We obtained a t-value of 2.60, which indicates a 0.01% likelihood that the aforementioned hypothesis is correct.

Major Findings

This indicates that women had a greater mean value than males. This finding further supports the idea that women had a larger standard deviation than males. At the 0.05 level of confidence, the aforementioned hypothesis cannot be true because the t-value was 2.60.

Educational Implications

- These findings are useful for educators because they show them what students need and how vital it is to provide them. Thus, they ought to back learning resources that can be accessed both online and off.
- Researchers gained a better understanding of the effects of both online and offline learning technologies on students' academic performance and the nature of learning activities themselves. Authorities in charge of education and government received this data.
- There have been many changes to libraries in the last hundred years. Based on documented materials, it is no longer false. The business has developed cutting-edge items that are accessible over the internet. Both digital and physical books are now securely stored at the library. Because they highlight the benefits and drawbacks of various learning resources, students will also benefit from the study's findings. So, without downplaying the significance of digital materials, you should advise them to properly maintain the library's shelf.

Conclusion

Online education has received some attention, although the majority of that research has focused on its delivery. Teaching and content development also have a long way to go.

One thing is certain: online education is growing and will continue to do so. As a result of advancements in information and communication technology, individuals are shifting their focus from manual labor to digital labor, which offers greater opportunities. So, SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) was launched by the Indian government on August 15, 2016, a website for Massive Open Online Courses (MOOCs). The objective was to provide individuals with low-cost, accessible education that could be accessed anytime, anyplace. Now that SWAYAM has partnered with several Indian institutions, students in grades 9 through 12 and beyond can take classes in a wide range of disciplines. These classes and their accompanying study materials are available to students online, from any location in the globe.

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