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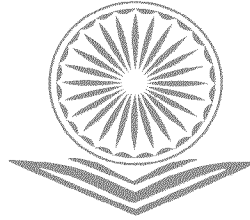
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## **15. A Study on Effectiveness of ICT in Science Subject about Achievement among VII<sup>th</sup> Standard Students in Aurangabad City**

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### **Abstract**

The Research was conducted to explore a study on effectiveness of of ICT in science subject and about achievement among seventh standard students in Aurangabad City. The objective of the research where to identify the effect of ICT-use teaching on the students achievement in science subject to find out comparative effect of ICT used teaching and traditional teaching on the students achievement in science subject of 7<sup>th</sup> class students for this purpose the the exploratory Research design was used total 30 students from 4 schools Aurangabad ( i.e 3 semi English medium school ,1 English medium) were selected as a sample for data collection skills to skills where used as a research tool for experiment method one control group and one experimental group for identification of use of ICT use teaching science subject it was found that group of students taught through ICT use method shows slightly higher mean in achievement than the group of students taught through traditional method

**Keywords:-** ICT method of teaching, science subject, traditional method of teaching, seventh class.

### **1. Introduction**

The progress of any country depends upon the quality of education offered and practices in vogue. Indian education, well known for its Gurukul System of Education in the Vedic Age, has undergone various phases and stages of development over a period of time since then. It has witnessed many ups and downs down the stream of its history. Despite all that, it has not only evinced concern for quality education but has also pioneered the cause of seeking excellence in

education in its search for truth, goodness and beauty as a perennial issue of human life and education on per se..

Recent developments in technology have changed the world outside as well as inside the classroom; making it quite eye-catching and interesting for the students to know and to learn. Developments in the application and dissemination of knowledge and information technology have had changing demands on education. The infusion of information and communication technology (ICT) into teaching and learning and for that matter into actual and virtual classroom has generated much interest in educational research in recent years. ICT have the potential of proving an alternative and more effective teaching and learning tool in education. Evidence emanating from research literature suggests that ICT has a powerful and significant impact on education both in terms of students' affective and cognitive outcomes in learning any subject of their choice. It has tended to make learning joyful and lasting in very many ways.

## **2. Objectives**

The present study was designed to realize the following objectives:

1. To develop the Power-Point Programme saved as per Science subject for class VII.
2. To study the effect of ICT-used teaching on the students' achievement in science.
3. To study the comparative effect of ICT-used teaching and traditional teaching on the students' achievement in science.

## **3. Hypothesis**

1. There is no significant difference between pre-test and post-test of student's achievement in science of 7<sup>th</sup> standard.
2. There is no significant difference in the means scores of the experimental group & the control group on post-test.
3. There is no significant difference in the gain mean scores of the experimental group & the control group on post-test

## **4. Sample Size**

The sample size of the study comprised of 30 students of class VII<sup>th</sup> (15 as control group and 15 as experimental group)

## **5. Methodology**

The experimental method was used for this research. Tools of research was the self-made pretest and posttest questionnaires for both groups (i.e. control group and experimental group) and statistical measures were mean, standard deviations and t values

## **6. Main Findings**

1. A significant difference has been observed between the mean achievement pretest scores was 10.5727 of control group and the post- test scores was 14.5 of control group related to their academic achievement.
2. A significant difference has been observed between the mean achievement pretest scores was 9.7 of experimental group and the post- test scores was 14.554 of experimental group related to their academic achievement.
3. A significant difference has been observed by using the achievement of pretest scores mean was 3.9273 and the post- test scores mean was 4.8554 of control and experiment group related to their academic achievement. and the T value which is observed was 1.4184
4. The group of students taught through ICT-used method show significantly higher means gain in achievement than the group of students taught through traditional method.

## **7. Conclusion**

The study provides potential inputs for teacher education. Given the current widespread use of ICT at all levels and for all subjects, it is imperative that pre-service teachers should learn the new technology. Besides pre-service training of teachers in the making, in-service training may also be given to the existing teachers to refurbish their acumen for teaching that is teaching effectively and meaningfully.

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