

EFFECTIVENESS OF COMPUTER ASSISTED TEACHING PROGRAMME ON KNOWLEDGE REGARDING SPECIFIC DEVELOPMENTAL DISORDERS OF SCHOLASTIC SKILLS IN CHILDREN AMONG BACHLER DEGREE IN EDUCATION (B.Ed) STUDENTS

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ABSTRACT

Background & Objectives: Specific Developmental Disorders of Scholastic skills are one of the most commonly occurring problems in Childhood. It is the Main reason where the children fall back in Academic Achievements. Identification and Management of such problems is the responsibility of the teachers. Hence, educating the future teachers is very much essential. The aim of the study was to find the Effectiveness of Computer Assisted Teaching Programme on the Knowledge regarding Specific Developmental Disorders of Scholastic Skills in Children among B.Ed Students.

Methods: An Evaluative approach with Pre-experimental one group pre-test post-test design was used with purposive sampling technique to select the sample (N=50). A structured Knowledge questionnaire was used to assess the knowledge and CATP was administered to find its effectiveness. The collected data was analyzed by using descriptive and inferential statistics.

Results: The mean percentage of post-test knowledge score (81.45%) was higher than the mean percentage of pre-test knowledge score (45.1%). The calculated 't' value is greater than the table value (0.05, 49df) = 1.96. It showed a significant difference between mean pre and post-test knowledge scores. Calculated χ^2 value is showed significant association between Occupation of Mother of respondents in their post-test knowledge scores.

Interpretation & Conclusions: The findings of the study showed that there was a deficit in knowledge of B.Ed students before administration of CAT. The results indicated that the CATP is effective in increasing the knowledge of B.Ed students on Specific Developmental Disorders of Scholastic Skills in Children.

KEYWORDS: Effectiveness, CATP, Knowledge, Specific Developmental Disorders of Scholastic Skills in Children, B.Ed Students