



THE ROLE OF E-LEARNING IN PERSONALITY DEVELOPMENT FOR B.Ed. PUPIL TEACHERS

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The Personality development is a modern concept. Today's life is full of competition and everyone wants to achieve goals within the specific time. Success is the scale with which a person is measured in life. Academic qualification alone not sufficient for success, it requires a developed personality with all traits to meet these challenges. Some factors are helpful in personality development. Like communication skill, decision making, facing interview, E-learning, virtual learning, group discussion etc. E-Learning means the acquisition of knowledge and skill using electronic technologies such as computer, internet. E-Learning is widely accepted and it can be rich and as valuable as the classroom experience. E-Learning develops new skills and knowledge. In consideration above points researcher was developed a small two week programme for the inculcation of these points in B.Ed. pupil's teachers.

Programme contents are as follows:

1. Meaning of E-Learning and Personality . 2. Role of E-Learning in Personality Development. 3. How to use various media for assessing the knowledge. 4. Computer-based training. 5. Interaction between learner-Teacher.

Objectives of the study were: (1) To study the previous knowledge on E-Learning. (2) To study the impact of programme on both male and female students. (3) To study the effectiveness of programme with reference to higher education for all the Participated students.

Strategy: The all B.Ed. Pupil Teacher in College of Education, Barshi are made compulsory to attend the course (Programme) A pretest of 20 mark on above unit was conducted and the data was analyzed. The course content was taught within fifteen days with

demonstration and practical. The pupil-teachers were tested within the course. A posttest of 20 marks was conducted and data was analyzed.

Null Hypothesis : The null hypotheses were 1. There is no significant difference between the achievements of boys from arts faculty pre over posttest. 2. There is no significant difference between the achievements of girls from arts faculty pre over posttest. 3. There is no significant difference between the achievements of boys from science faculty pre over posttest. 4. There is no significant difference between the achievements of girls from science faculty pre over posttest. 5. There is no significant difference between the achievements of boys and girls from arts faculty pre over posttest. 6. There is no significant difference between the achievements of boys and girls from science faculty pre over posttest. 7. There is no significant difference between the achievements of boys from total group in pre over post test. 8. There is no significant difference between the achievements of girls from total group in pre over post test. 9. There is no significant difference between the achievements of total group in pre over post test. 10. There is no significant difference between the achievements of boys and girls from total group in pre over post test.

Analysis and interpretation of the Data: The data so obtained is analyzed and interpreted.

Conclusions:

1. The null hypotheses 1 to 4 and 7,8,9 are rejected. 2. The null hypotheses 5,6,10 are accepted. 3. It means that the students from both the faculty gained from the course, there is no achievement difference in gaining found as the gender is concerned. 4. As the F values are non-significant, the groups are homogenous.

Analysis and interpretation of the Data: The data so obtained is analyzed and interpreted.

Table 1

Significance of difference between the means

	Arts Faculty			Science Faculty			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
N	13	11	24	20	10	30	33	21	54
M1	9.67	9.82	9.56	9.00	10.50	9.50	9.26	10.14	9.60
M2	14.67	13.91	14.32	12.50	14.00	13.00	13.35	13.95	13.58
Diff	5.00	4.09	4.76	3.50	3.50	3.50	4.09	3.81	3.98
t value	5.41*	3.60*	6.61*	4.66*	3.46*	5.83*	7.14*	5.02*	8.62*
df	24	20	46	38	18	58	64	40	106
	Boys-Girls			Boys-Girls			Boys-Girls		
df	22			28			52		
t value	0.71 ns			1.55 ns			0.87 ns		

* = Significant at 0.01 level of significance ns=not significant

Table 2

Significance of difference between the S.D.s

	Arts Faculty			Science Faculty			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
N	13	11	24	20	10	30	33	21	54
S.D. ₁	2.36	2.40	2.38	2.00	2.50	2.17	2.14	2.45	2.26
S.D. ₂	2.35	2.90	2.60	2.70	2.00	2.47	2.56	2.47	2.53
F Value	1.08ns	1.46 ns	1.19 ns	1.82 ns	1.56 ns	1.30 ns	1.36 ns	1.20 ns	1.25 ns
df	12-12	10-10	23-23	19-19	9-9	29-29	32-32	20-20	53-53
	Boys-Girls			Boys-Girls			Boys-Girls		
F value	1.52 ns			1.82 ns			1.02 ns		

ns=not significant

REFERENCE

1. Best J. W., Khan J. V. (2006). Research in Education. (9th Ed.) New Delhi; Prentice Hall of India Private Limited,
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