Perception of teachers on training needs towards educational technologies in a State Agriculture University (SAU)

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ABSTRACT

The study was conducted in Bangalore district of Karnataka, during the year 2010-2011. The study revealed that training needs of teachers on educational technologies are varied. RJ scores explain this fact more clearly. Based on the importance given by the teachers and rank order they (i) Methods of class room teaching (ii) Preparation of lesson plans (iii) Techniques of student motivation (iv) Class room evaluation methods (v) Learning theories and their application to class room teaching (vi) Preparation and use of A.V. aids (vii) Guidance and counseling to students (viii) Handling A.V. equipments and (ix) Photography- use of digital cameras. The Kendall's test of concordance was found to be highly significant in ranking of the problems.

KEY WORDS : Learning, Perception, Teaching and Training

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Training is a process in order to change human being attitude, knowledge, skills and behavior. It is TASK oriented. The term training refers to the acquisition of knowledge, skills and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It forms the core of apprenticeships and provides the backbone of content at institutes of technology. The spectacular growth in Agriculture has been due to account of development of skilled human resource, which plays a major role in developing technologies, their assessment and dissemination to farming community. Teachers in Agricultural universities by and large have good knowledge in their field of specialization, but seem to lack the ability, the ways and means of imparting it effectively. This calls for the need of training in teaching-learning towards Educational Technology with the objective of to know the perception of teachers on training needs towards Educational Technology.

The present investigation was carried out at University of Agricultural Sciences (UAS), Bangalore covering five campuses relating to Agriculture Discipline *viz.*, College of Agriculture, G.K.V.K., Bangalore, College of Agriculture, Mandya College of Agriculture, Shimoga, College of Agriculture, Hassan and College of Sericulture, Chintamani (Chikkaballapur district). Ex-post-facto research design was employed for conducting the study. The respondents numbering 60 were selected randomly. A well structured, pre-tested questionnaire was used to collect the data. The responses were scored, quantified, categorized and tabulated using statistical methods like percentage, mean and standard deviation, frequencies, Chi-square and correlation.

The training needs of teachers on educational technology are varied which is represented in Table 1. RJ scores explain this fact more clearly. Based on the importance given by the teachers and rank order (i) Methods of class room teaching (ii) Preparation of lesson plans (iii) Techniques

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