

A STUDY ON AWARENESS AND USE OF DIGITAL TOOLS AMONG STUDENT TEACHERS

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Abstract:

This study analyzes the level of awareness and usage of Information and Communication Technology (ICT) tools among student teachers. In recent years, digital technology has become an important part of the education system. Therefore, it is important for future educators to develop skills in using ICT tools for their classroom practices.

The study focuses on identifying the awareness level, usage, and challenges faced by student teachers while using digital tools. For this purpose, data was collected from B.Ed. student teachers. This study mainly tries to identify which digital tools are commonly used by student teachers, like mobile phones, online platforms, and different educational applications. It examines how student teachers access and use digital tools in the teaching-learning process. The study is expected to show that digital tools play a vital role in improving communication, enhancing teaching methods, and supporting modern pedagogy. The use of digital tools is gradually transforming traditional teaching practices into more interactive and technology-based learning.

Keyword3: *ICT tools, Digital teaching, awareness, accessibility, modern pedagogy,*

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Introduction:

Sustainable development includes social well-being, which largely depends on education. In today's digital era, Digital technology plays a vital role in improving quality of education. Digital tools are transforming education by improving access to knowledge and enhancing learning experiences. It helps bring new, interactive tools into classrooms and makes education more personalized and accessible to everyone. The introduction of new technology assisted learning tools such as mobile devices, smartboards, MOOCs, Tablets, laptops, simulation, dynamic visualization and virtual laboratories have altered education in schools and institutions. These tools help in better understanding, visualization, and engagement of students.

Social media has also emerged as an important learning tool in recent years. Large numbers of teachers and students use social media as an essential element of the overall e-learning experience.

However, even with growing use of digital technology, many student teachers are not fully aware of how to use these tools effectively in their teaching practices. The absence of sufficient ICT training and guidance leads to low levels of technology usage, resulting in missed opportunities for enhanced learning.

In the context of building a Viksit Bharat, it is essential to equip future teachers with digital knowledge and skills. The National Education Policy 2020 also highlights the importance of integration technology in education and

preparing teachers for digital classroom.

Therefore, this study aims to examine the level of awareness and usage of digital tools among student teachers and to understand their role in improving the teaching learning process.

In developing countries such as India, digital tools are being used more and more in education. However, there is still a gap between the availability of technology and its effective use. Student teachers need proper training to improve their skills. Digital literacy has now become an important skill for future teachers to meet the needs of modern classrooms and help in the development of nation.

Significance of the study:

This study is very important because it highlights the level of awareness and use of digital tools among student teachers. It helps to understand the challenges faced by future educators in using technology effectively. The study also provides useful insights for institutions to conduct training programs for improving digital skills. It contributes to the goal of developing a digitally empowered education system.

Objectives:

1. To understand how student teachers use digital tools during teaching and learning.
2. To find out which digital tools are mostly used by student teachers.
3. To study how digital tools are used in the teaching learning.
4. To identify the challenges faced by student teachers while using digital tools.
5. To suggest ways to improve digital knowledge among student teachers.

Methodology:

The descriptive method is used for collecting and analyzing the data. Under the descriptive method, the survey method is used to gather information from B.Ed. students through questionnaires.

Sample:

The sample of the study consists of 40 student teachers from B.Ed. college. The participants were selected to understand their level of awareness and usage of digital tools in education.

Data Collection:

Data was collected using self-prepared questionnaire. The questionnaire consisted close-ended and multiple-choice questions which are related to awareness, use, and challenges of digital tools. The questionnaire was developed with the Google Form and was shared through online platform.

Case study:

The study is based on a case study of student teachers from B.Ed. college. It focuses on understanding their awareness and use of digital tools in the teaching learning process. The study involves responses from 40 student teachers who are preparing to become future educators. This study helps in identifying the challenges faced by student teachers and practices related to the use of ICT tools in education.

Data analysis and interpretation:

The data was collected through Google Form and analyzed using the percentage method. The responses were presented in the form of graphs and charts.

All the respondents (100%) said that they use digital tools for teaching and learning purposes. This indicated that digital tools are widely accepted and used among student teachers.

The responses show that YouTube is most commonly used digital tool (77.8%), Google Classroom (55.6%), Educational apps (36.1%), and Zoom (27.8%). This shows that student teachers prefer easily accessible and user-friendly platforms for learning.

A majority of respondents (72%) use digital tools daily, while 19.4% use them weekly and 8.3% use them occasionally. This indicated that digital tools have become a regular part of the teaching-learning process.

Almost all respondents (97.3%) believe that digital tools make teaching-learning more effective, while a very small percentage are unsure. This reflects a positive attitude towards digital learning.

Only 42.1% of respondents have received formal training in using digital tools, while 57.9% have not. This reflects a need for proper training programs for student teachers.

Half of respondents (50%) reported being very confident while using digital tools, while the other 50% are somewhat confident. This shows that although usage is high, confidence levels can still be improved.

The challenges faced by student teachers include poor internet connection and technical difficulties, followed by lack of resources and lack of training. This indicated barriers in effective use of digital tools.

A majority of respondents (97.3%) believe that colleges should conduct awareness and training programs. This strongly supports the need for institutional support.

Finding3 of the Study:

1. All the student teachers use digital tools for teaching learning purposes.
2. YouTube is the mostly used digital tool, followed by Google Classroom and educational applications.
3. Almost all the student teachers use digital tools on daily basis.
4. Most of the respondents believe that digital tools make the teaching learning process more effective.
5. Large number of student teachers have not received formal training in using digital tools.
6. Challenges faced by student teachers such as poor internet connection, technical difficulties, and lack of training.
7. Large number of respondents believe that training program should be conducted to improve digital awareness.

Suggestion3/Recommendation3:

1. Colleges should organize regular training programs on digital tools.
2. Workshop and seminars should be conducted to improve digital awareness.
3. Practical training in ICT tools should be included in the curriculum.
4. Institutions should provide better internet connections.

Limitation3 of the study:

The study is based on a small sample of 40 student teachers from a single college, so the results may not apply to all student teachers. The data relies on self-reported responses, which may be subject to bias. Also, limited time and resources restricted the scope of the study.

Conclusion:

The current research emphasizes the importance of digital tools in teaching- learning process among student teachers. The findings indicate that most student teachers are aware of and regularly use digital tools for educational purpose. Digital tools such as YouTube and Google classroom are widely used due to their accessibility.

The study also shows that digital tools help to make teaching learning more effective, interactive, and engaging. However, study shows that many student teachers have not received formal training and faced many challenges such as technical difficulties, lack of resources, and poor internet connection.

To achieve the goal of a Viksit Bharat, it is essential to equip future teachers with proper digital skills and knowledge. Therefore, colleges should organize training programs to increase awareness and effective use of digital tools.

Overall, digital tools play an important role in modern education, and their proper use can enhance the quality of teaching and learning.

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