



Impact of Computer Assisted Instruction (Cai) On the Biology Performance of College Level Students

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ABSTRACT

This study looked into how biology performance in college levels was affected by computer-assisted instruction (CAI). Examined was the impact of gender on the academic performance of students exposed to computer-assisted instruction (CAI) in either individualized or cooperative learning environments. It was a quasi-experimental study. Using a factorial design of three by two. 190 first-year B.Ed college students from two private colleges in Jaipur, Rajasthan, made up the study's sample. Analysis of Covariance was performed on the students' pre- and post-test results (ANOVA). The study's conclusions demonstrated that students who were exposed to CAI, either individually or collaboratively, performed better than their peers who received traditional classroom teaching. But there was no discernible difference.

