

SCHOOL EDUCATION THROUGH ICT

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Education is considered as the foundation in each and every society. The progress of any nation state depends mainly on the quality of education. The recent development of technology particularly, because of Information and Communication Technology (ICT) has brought out the whole world outside the classroom. ICT can be defined as “anything that allow us to get information, to communicate with each other, using electronic equipment”. and permitted adopting a flexible, constructivist learners friendly and multi-perspective approaches to teaching learning process which is essential for creativity, leadership and scholarship leading to total development of human personality and in responding appropriately to the challenges.

The article examines the some of the issues and challenges in the effective execution of ICTs in school education and gives some possible suggestions to these issues and challenges. ICT can be utilized for the education sector. ICT can be used for imparting education to the people who are not able to come to school due to various reasons.

The issue is also concerned with availability of physical infrastructure and faculty is a weaknesses of education system for this purpose. The ICT could be found as viable solution. ICT intervention may helps in improving on-line accessibility as well as creating interactive teaching learning process to a larger number of students. Even the ICT may be used for assessing assignments, providing feed back as well as student support services. The possibility of ICT based on on-line evaluation may also be seen however at present the ICT is being used to improve the admission and examination processes which itself is necessary in enhancing the quality of education.

Even after spending large sums of money on programmes and schemes, country has not become completely literate, it is time for innovative and cost effective methods to be utilised to address the problem of education in India. Whereas this is a larger problem and

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points to the need for reform in the educational systems in India at different levels namely pedagogical, curricular, and institutional, the appearance of various Information and Communication Technologies (ICTs) and their growing acceptance and adoption give unique opportunities and can potentially promote education on a big scale³. There is a common consensus among practitioners that incorporation of ICTs in education has a positive effect on the educational atmosphere. It is understood that in various socio-economic and cultural contexts ICTs can be fruitfully engaged for reaching out to a greater number of people, as well as for those to whom education was previously not simply reachable.

ICTs provide an chance to teachers to renovate their practices by giving them better educational content and added effective teaching and learning methods⁸. ICTs improve the learning process by the provision of interactive educational materials which in turn increase learner motivation and help the easy acquisition of basic skills⁹. The use of different multimedia devices such as television, videos, and computer applications gives more learning environment for students. ICTs give students and teachers new tools that facilitate better learning and teaching. Geographical distance and barriers are no longer an obstacle to obtaining an education. It is no longer requires for teachers and students to be physically in proximity, because of innovations of technologies namely teleconferencing and distance learning. Also, there is a shift from the traditional teacher-centered methods to more learner-centered methods.

ICT in School Education in the India : ICTs in India are used mainly to increase access to and improve the significance and quality of education. ICTs have demonstrated the prospective to increase the options, reach, involvement, and achievement for all students. The speed and general accessibility of various information because of ICT, provides educational opportunities to all. ICTs have the prospects to enhance the educational experience for students who live in rural locations, have physical disabilities and for those having special learning needs. In India, different ICTs have been resorted to promote primary and secondary education. These are radio, television, satellite based and the Internet. But, there have been vast geographic and demographic disparities in their utilization. A number of states in the country presently

have an enabling atmosphere which allows for a better use of ICTs for education, while a number of other states are deficient in such an environment.

The Government is eager and devoted on exploring the uses of ICTs for school education. Thus, Government policies reflect their realization of the significance of integrating ICT use and the promotion of quality education with help of ICTs.

ICTs in school education initiatives that spotlight on the following areas are likely to contribute to meeting the Millennium Development Goals.

- Increase easy access through distance learning
- Training of Teachers
- Enabling a knowledge network
- Enhancing the efficiency and effectiveness of educational administration
- Availability of quality education materials

Development of good quality content is the biggest challenge and opportunity in the educational technology domain. In India, a number of initiatives are there for creating learning objects; the Sakshat Portal of Government of India have been one such scheme, seek to create quality digital content for different levels of education. Increasingly use of Mobile Technology is another trend in the India given the more or less everywhere access of mobile phones. A number of initiatives using mobile phones for English learning and other educational services are in vogue.

Online learning by which teachers can keep themselves abreast of emerging issues and challenges. By which they can share knowledge and also in reaching out to students. For example, the Sakshat portal developed by the Government of India, which gives teachers an opportunity to connect with each other for sharing experiences.

Issues and challenges : There are many issues in using ICTs successfully in school education. Government is required to give priority so that to get the payback of using ICTs in school education and required to give adequate budgetary allocations for deploying ICTs in school education. Known that a number of schools yet to have suitable classrooms, computers and Internet services, ICT in schools is even now a distant dream. Also, scarcity of quality teachers aggravates the problem in using ICTs successfully in school education.

Teachers sometimes may be dubious about the usefulness of using ICTs in school education apart from resist to change, which is commonly seen while introduction of such ICTs in school. As sometimes they feel that this introduction of ICTs in schools would make them redundant.

As the English is dominant medium of the Internet and more than 80 percent of online content is in English. As in India the region where English language skill is not that high poses a serious blockade to reap benefits of the Internet.

The lack of awareness about ICTs and their use in school education makes it tricky to deploy ICTs in the school education. The possible solution includes—————

- Planning for infrastructure should support and assist use of ICT in education.
- Capacity building of teachers as that teachers themselves may not comfortable using ICTs for educational purposes.

The suggestions made may act as a base for building a roadmap to using ICTs to schools. Quality in education with the help of ICT and its awareness in all stakeholders will bound to have an affirmative impact on the society at large. Documentation is also required for successful stories in the field of execution of ICTs in school education for future benefit of its implementation. The active contribution from the Government is necessary to guarantee the introduction of ICT in education not only by funding in the ICT infrastructure but also to incorporate ICT in the curriculum. Conclusively, a lot of quality improvement is likely by planned execution of ICT in school education by diverse stakeholders.

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