



USE OF ICT IN EDUCATION

Dr- B. M. Patil

Mahila Shikshanshastra Mahavidyalaya,
Tasgaon .Dist. Sangli.

Introduction

Information and communication technology (ICT) is one of the most important driving forces promoting economic growth in the economy. Yet there are considerably different ICT expenditure levels within and between countries, as well as between institutions within countries. In some countries schools have embedded ICT into the curriculum, and demonstrate high levels of effective and appropriate ICT use to support teaching and learning across a wide range of subject areas.

ICTs in the developing world for children who

- live in rural and remote-rural locations
- have special learning needs
- have physical disabilities constraining their access to schools
- have dropped out and/or have kept themselves out of school for various reasons.
- aim for excellence and fail to get satisfied in the current system
- Teachers and learners in the developing world are no longer solely dependent

ICT tools

There are various ICT tools available which can be utilized for the knowledge creation and dissemination in the modern world. Tools include Radio, T.V, Internet, Mobile phone, Computer, laptop, tablets and many other hardware and software applications. Certain ICT tools like laptops, PCs, mobile phones, and PDAs have their own implication in Education. These devices can be used in imparting education and training for teachers and students. Many of the ICT tools are much hyped but have not given fruitful results till now. Use of radio for pedagogical practices has been very much popular in past and is still in use in India by IGNOU. Educational ICT tools are not for making educators master ICT skills themselves, but for making educators create a more effective learning environment via ICT.

Capacity Building of Teachers

In most of schools in the subcontinent, the teachers are overloaded, less motivated and inadequately trained, and often deal with inconvenient working conditions. The use of ICTs in the classroom or in distance education does not diminish the role of the teacher; neither does it automatically change teaching practices. In such an atmosphere, building the capacity of teachers so that they are equipped to deal with using ICTs in classrooms is a challenge.



ICT and teachers Training

In the modern world of ICT there is decentralization of knowledge source. Technology is only a tool and it must be utilized only to remove the barriers and challenges present in the existing system. ICT provides opportunities to complement on the job training and continuing education for teachers in a convenient and flexible manner. Use of ICTs in education requires major shift in the way content is designed and delivered. New technologies cannot be imposed without enabling teachers and learners to understand these fundamental shifts. Ongoing training is necessary for the trainers in institutions and organizations who are engaged in the design of curriculum, teaching materials and delivery of ICT-enabled education. ICT is applied in their teaching practices as well as for delivery for these trainings. In order to implement ICT-driven distance education programmes, the teachers must first understand and be comfortable with the technologies. They must be given opportunities for acquisition of a new knowledge. This can begin by promoting computer-training programmes for teachers. Use of ICTs for teacher training has been recognized by the governments of most South Asian countries and teacher training programmes like Intel Teach across India, Pakistan, and Sri Lanka; Microsoft Shikshan in India; and several other initiatives in Nepal and Bhutan are focused on using ICTs for training teachers. The International Society for Technology in Education (ISTE) has created the most comprehensive set of ICT standards for teachers, students, and administrators.

Conclusion

Quality in education through ICT and its awareness among stakeholders will have positive impact on the society. ICT can be helpful in quality and standards of education by implementing it in various phases of education. ICT can be employed in formal and Non-formal types of education and would eventually make the learners employable and socially useful part of the society. By employing ICT in teacher training can save a lot of money of the Government. More over a lot of qualitative improvement can be seen as resource persons for the training can be best of the world.

References

1. Barron, A. (1998). Designing Web-based training. *British Journal of Educational Technology*, 29(4), 355-371.
2. Berge, Z. (1998). Guiding principles in Web-based instructional design. *Education Media International*, 35(2), 72-
3. http://ncal.literacy.upenn.edu/products/wagner_kozma.pdf