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Use of ICT in Teaching Learning Process

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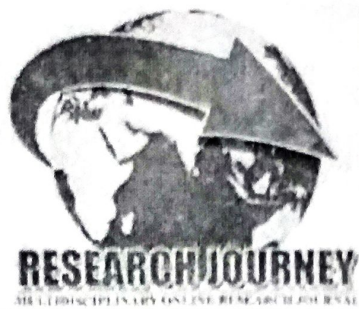
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Scope for ICT Education in Rural Area : Special Reference of Nagpur District

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Abstract :

Information and communication technology (ICT) can be thought of as an umbrella under which there reside communication system, device and applications. Main importance of ICT is given to its ability to provide greater access to information and communication to the populations and the quality of service provided than the technological backbone required. Rural development includes economic betterment of people as well as greater social transformation to eliminate poverty, ignorance and inequality of opportunities. In developing countries a large number of people are resident of rural area, thus rural development program is a necessary aspect. Use of information and communication technology can contribute a lot in socioeconomic development of rural area. In the current communication we have mainly focused on rural education, agriculture, health care facility, disaster and emergency response and E-governance facility in rural areas of developing countries.

History :

In India, use of ICT in education goes back to the colonial era of the British government. India aired its first radio broadcast in June 1923 by Radio Club of Mumbai. In the 1930s, British Broadcasting Corporation (BBC) aired educational and cultural programs in India through broadcast radio. In 1937, All India Radio (AIR) broadcasted educational programs for school children. Since 2002, India's first educational radio station called GyanVani (Voice of Knowledge) has been on the air. This full-fledged educational radio station provides programs for different types of learners including adult learners.

In 1959 India acquired its first television set for an experimental television service in Delhi. Television gradually expanded to the urban rich. In 1961 Educational Television (ETV) was introduced in the secondary schools in Delhi. This was a pilot project by UNESCO and the Ford Foundations. As part of the project, lessons for physics, chemistry and English were televised to secondary school students. To develop the rural community through education, in 1975 an experimental project was implemented called Satellite Instructional Television Experiment (SITE) with the help of the USA. In 2000, a 24-hour educational channel was launched known as DD-GyanDarshan. In 2003, in collaboration with Indira Gandhi National Open University (IGNOU) and Indian Institute of Technology (IIT), a technology education channel was launched targeted to 1.5 million engineering and technology students.

Introduction :

Education is one of the most essential systems for today's society and growth in life. Education is an important instrument for change in developing and developed countries. It provides a better quality of life for any citizen for their living environment. The purpose of education is not only to train people for employment and train them to scope their lives for present and future. A scientific revolution began in the 1950s, bringing what have been called third wave changes. Third wave changes brought, fast, current, cheap and reliable tools for communication which changed the way people live, work and learn. The use of technology in education is one of the main challenges for education.

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Nowadays there is fast growing interest in using modern communication technologies in the fields of education and communication. The report of Gutterman (2009) observes: 'Information communication technology (ICT) can be an extremely powerful enabler in efforts to bring positive and sustainable development to countries around the globe. Today, almost a full decade into the 21st century, we live amidst unprecedented revolution in the advancement of ICT, however, surrounded by widespread poverty, and social and economic inequalities are the norm. Considered as powerful tool to promote social and economic development, education has become a primary focus of the recently forged information communication technology for development (ICTD) community, especially in the least developed countries.

ICT gives students and teachers new tools with which to learn and teach'. Shavinina (2001) states that the importance of ICT is quite clear from the educational perspective. Teaching with the chalk board, textbooks, radio/television and film have been used for educational purpose over the years, none has quite impact on the educational process like the computer and Internet, while television and film has 2 impact on the audiovisual facilities of the users'. He refers that ICT has the capacity to provide higher interactive potential for users to develop their individual, intellectual and creative ability. The main purpose of ICT is to develop human mental resources, which allow people apply the existing knowledge and produce new knowledge.

According to National curriculum for education (2009) 'Information and communication technology prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use ICT tools to find, explore, analysis, exchange and present information responsibly creatively and discrimination. They learn how to employ ICT and enable to access ideas and experiences from a wide range of people, communities and cultures'. Increased capability in the use of ICT help to promote initiative and independent learning with pupils and being able to make informed judgments about when and where to use ICT and its effect and its implications for home and work both now and in the

ICT in education as multifaceted variable components of ICT in education:

ICT as a subject (i.e. computer studies)

ICT as a tool to innovate teaching learning practice (i.e. digital content multimedia teaching-learning methods, learning environments)

ICT as an administrative tool (i.e education management information system (EMIS)

ICT as a facilitator of higher - order thinking skills (i.e. learner - centered, self - directed learning, tailored learning).

Problems with teachers in rural areas which are blocking India's ICT educational growth :

Non-permanence of teachers is demotivating

Most of the schools in rural areas are run by the government. They appoint ad hoc teachers instead of permanent ones, who are poorly paid as compared to the huge remuneration of a full-time Trained Graduate Teacher (TGT). Moreover, promising career prospects, which is quite a motivational booster, is almost nil for the non-permanent teachers. This leads to dissatisfaction, eventually resulting in a dearth of teachers because they move away to more permanent jobs.

Lack of quality teacher training

Here are many private teacher-training institutes in India, but the quality of the training they provide is unsatisfactory. Continuous professional development is a motivator for teachers, and enough attention is needed in this regard.

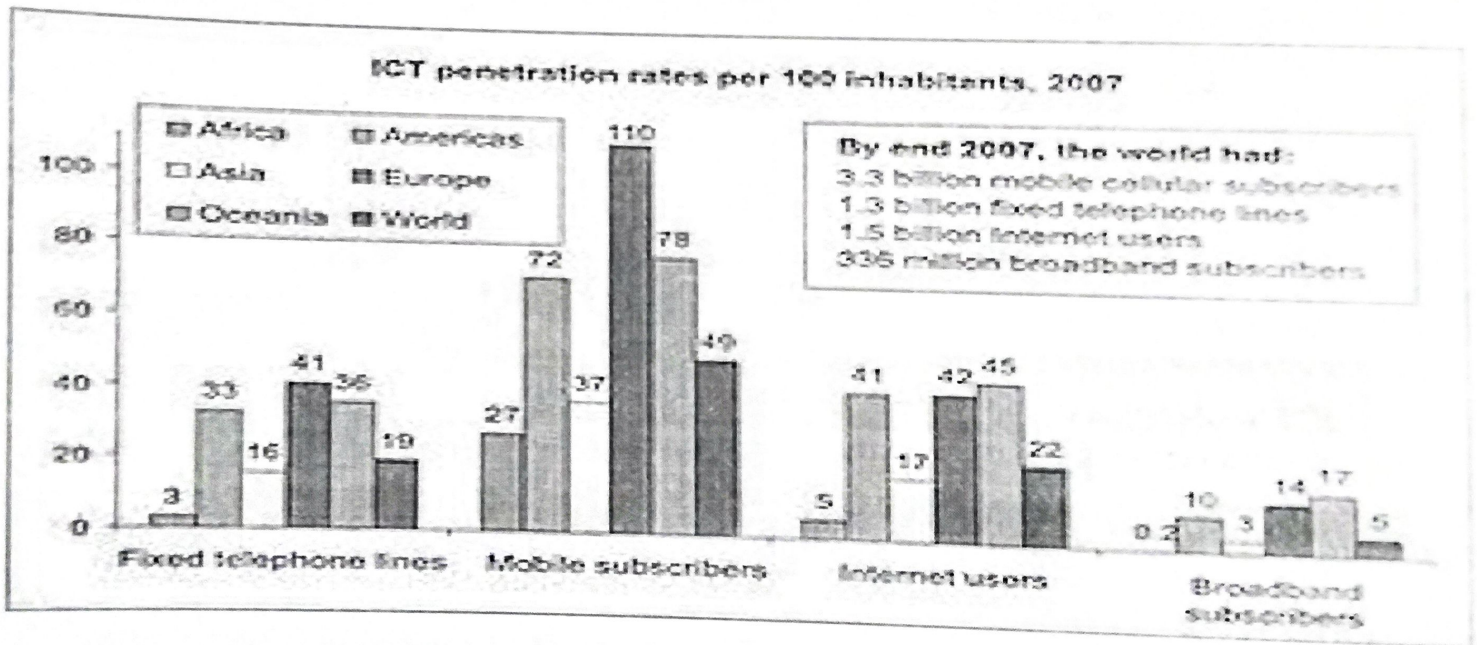
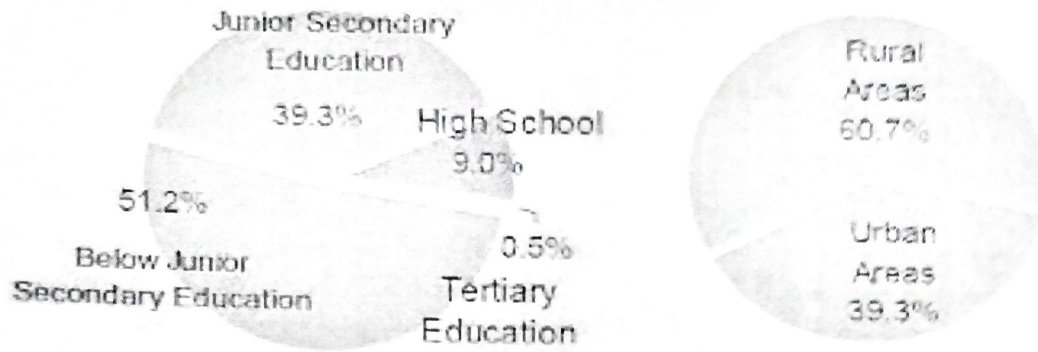
Digital aids to the rescue

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Many remedies such as surprise school inspections, teacher-training courses etc. have been attempted to salvage the rural education scenario. Without being dismissive of any of these, I would like to point out the effectiveness of digital aids in battling the challenges plaguing our education system. This front has benefited, and gained visibility, thanks to some potential ventures by both government and non-government initiatives alike.

Ratio of rural and urban ICT Education:



Conclusion

The impact of ICT in the rural development of the developing nations are discussed in this paper. The authors have mainly focused on the role of ICT in education, agriculture, healthcare and disaster management of rural area. ICT is an examined key for development of the geographically scattered rural people in developed nation and it is getting its popularity in the developing nations. The primary cost for establishment and set up of ICT infrastructure may be a barrier for developing nation but its enormous usefulness for the rural people can not be denied. Though education, agriculture, healthcare etc. are common to all rural regions, but there are several other sections like tourism, banking and finance etc. in which ICT also has a great role to play.

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