

Information and Communication Technology (ICT) in Today's Classroom

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Abstract. The learner mass is increasing day by day and the existing intuitions are unable to provide updated education to the growing mass accordingly. Also the classrooms are becoming boring by using traditional 'chalk and talk' method. Today students feel that school /college are not challenging or interactive enough .It has been said that there are two reasons why we learn. One the learning is essentially forced on us while the other is what we sit back and enjoys means physically in the class and mentally somewhere else. The face of classroom is changing. The teachers should prepare to keep up with the technological advancement in the classroom. ICT's is not only an essential tool for teachers in their day to day teaching learning profession but it also offers them ample opportunities for their quality professional growth .

Keywords: Corporate Social Responsibility, Tata Consultancy Services, Reliance Industries

1 Introduction

The learner mass is increasing day by day and the existing intuitions are unable to provide updated education to the growing mass accordingly. Also the classrooms are becoming boring by using traditional 'chalk and talk' method. The traditional modes of content delivery lack the following basic features:

- i. an instructor can only be available to some people at a time
- ii. Instructor is not available at any time & anywhere to the learner
- iii. He may not up - date with the latest information and ideas.

Hence different tools of ICT are used in the class room for making teaching-learning process innovative, effective and interactive with maximum learning outcome and more productive.

The main issues that an educators are concerned with:

- Teachers obligation
- ICT infrastructure
- English language and online content .
- Teachers with ICT skills .
- Leaderships
- Financial obstacles
- Power backup
- Attitude of teachers and learner

2. Issues that Educators are facing in Implementing ICT

The act of integrating ICT into teaching and learning is a complex process and one may encounter a number of difficulties, these difficulties are known as issues. An issue is defined as any condition that makes it difficult to make progress or to achieve an objective.

Classification of the issues: Different categories have been identified by researchers and educators to classify these issues to use the ICT in classroom. Several studies have divided the issues into following categories:

- Issues related to the faculty member.
- Issues related to the institution
- Issues related to the learner.

Issues related to the teachers are individualized such as lack of time , lack of confidence , lack of updated knowledge, lack of proper training, lack of latest technology and gadgets, resistance to change and the school related issues are related to the institutions such as lack of effective training in solving the technical problem and lack of asses to the resources

2.1 Issues Related to the Faculty Member

Low Confidence Level Of The Faculty Member: This is major issue to the uptake of ICT by teachers in their classroom “ fear of failure” cause a lack of confidence in teachers

also the limitation of ICT knowledge in teachers makes them feel insecure about using ICT in the classroom.

Lack of ICT Knowledge and Competencies: Another barrier which is directly related to teacher confidence is teacher competencies in integrating ICT into pedagogical practices. Many teachers have lack the knowledge and skills to use computers and are not enthusiastic about the changes and integration of supplementary learning associates with bringing computers into their day to day teaching practices .Teachers who do not use ICT in classrooms claims that “lack of skills” are a constraining factors preventing teachers from using ICT for teaching.

Non Acceptance of Innovations in Education and Negative Attitude: Integrating the new technology into educational setups required changes and the teachers will handle this change adequately. Teachers felt that there was more than enough technology available , they did not believe that they were being supported , guided , or rewarded in the integration of technology into their teaching. Teachers who are not using new technology such as ICT in the classrooms are still of the opinion that the use of ICT has no benefits or direct benefits/immediate benefits.

2.2 Issues Related to the Institution

Time Sacristy: The most common challenge for all the teachers are lack of time they had to plan technology lessons and explore the different internet sites or e-material and look at various aspects of educational software’s etc. Many teachers have competencies and confidence in using ICT in their classrooms, but they still make little use of technology because they do not have enough time to upgrade themselves. A significant number of researchers identified that time limitations and the difficulty in scheduling enough ICT time for classes as a barriers for use the ICT in their day to day teaching . The problem of lack of time exists for teachers in many aspects of their work as it affects there ability to complete task , with some of the participant teacher specifically stating which aspect of ICT required more time these include the time needed to locate internet advice , prepare lessons , explore and practices using the technology , deal with technical problems and receive adequate training.

Insufficient Training: There are not enough training opportunities of teachers in the use of ICT in classroom environment . The issue of training is certainly complex because it is important to consider the several components to ensure the effectiveness of training .These were time for training, pedagogical training, skill training and ICT use in initial teachers training .Lack of training in digital literacy, lack of pedagogic and training in how to use ICT in the classroom an lack of training concerning the use of technology in education.

Lack of accessibility: Lack of access to resource, include home access is another complex barrier that discourages teachers from integrating new technology into the education .The accessibility to ICT resources is not always nearly due to non availability of hardware and software or other ICT materials within the school . It may be result of one of a number of factors such as poor organization of resources, poor quality hardware, inappropriate software or lack of personnel access for teachers. There are many others reasons as low numbers of computers , oldness or slowness of ICT systems, scarcity of educational software's in the schools ,poor choice of hardware and software and lack of consideration of what is suitable for classroom teachers are problems for many teachers.

Inadequate technical support: Technical problems include waiting for websites to open , failing to connect to the internet, printers not printing, malfunctioning of computers and old computers.

English Language & online content: English is the dominant language of the internet, an estimated 80% of online content is in English, a large portion of the education software's produced in the world market is in English. For developing countries where English language proficiency is not high, especially outside metropolitan area, this represents a serious barrier in maximizing the educational benefits of the World Wide Web.

ICT infrastructure: The main challenge for ICT enhance education is the availability of ICT infrastructure. Before any ICT base program is launch, policy makers and planners must ensure the availability of the following: Appropriate rooms and building to house the technology, computers as well as affordable internet services for online learning and

availability of electricity and telephony. In developing countries the large areas are still without a reliable supply of electricity and the nearest telephones are miles away.

If there is lack of technical support available in the school , then it is likely that technical maintenance will not be carried out regularly resulting in higher risk of technical breakdowns. Also technical faults might discourage teachers from using ICT in their day to day teachings.

The following or similar factors are as widespread barriers: lack of computers, lack of quality software's, lack of times, technical problems, teachers attitude towards computers, poor funding, lack of teachers confidence, resistance to change, poor administrative support, lack of computer, poor fit with the curriculum, lack of incentives, scheduling difficulties, poor training opportunities and lack of skills in how to integrate ICT in education.

2.3 Issues Related to Learner

Technophobia: Some students are technophobic. The active learning required by e-learning tools may be difficult for some students conditioned by prior learning to be passive.

3. Conclusion and Suggestions

The aim of this paper was to provide information on encouraging the desired improvement in the future teachers who are responsible for the integration of ICT into education .This paper indicates that the teachers have a strong desired for the integration of ICT in education, but they encounter many issues to this . The major issues were lack of confidence, lack of competencies , lack of access to resources ,lack of proper training ,lack of time .Since confidence , competencies and accessibility have been found to be critical component for technology integration for schools , ICT resources including software and hardware's , effective professional development , sufficient time , technical support need to be provided for teachers .No one is competent in itself to produce good teaching . However the presence of all products increases the likelihood of excellent integration of ICT in learning and teaching opportunity.

The following are some important suggestions for effective use of e-learning in The education:

- *Development Appropriate competence in Teacher:* Teachers are essential players in promoting quality education and no education reform is likely to succeed without the active participation and ownership of teachers. Teachers have to develop appropriate competencies to be able to create a learning environment in which he/she must be able to incorporate e-learning and competent enough in web based teaching.
- *Change in mindset:* Teachers must change their mindset and accept a new teaching paradigm, that is from teaching to facilitating and managing learning rather than disseminating of information .
- *Re-training programmes:* Future learning is now focusing on learning beyond the classroom and curriculum .Institutions need to upgrade their teachers by offering re-training programmes on e-learning .In a study on teachers ,it was found that e-learning may be effective in developing the cognitive abilities of the teachers .Therefore institutions must develop competencies among teacher in use of offline e-resources (CD-ROM) and online resources (www) and also in a blended mode .Blended learning environment allow pupil teachers to take part in both synchronous & asynchronous learning , overcoming barriers of communication, time and distance. The teacher training programmed may have serious lacunae if the teaching pedagogy is not matched with learning environment.
- *Provision of up gradation of Curriculum:* There is a need to up gradation of curriculum as well as curriculum in different disciplines of education in the light of technological advancement .The curriculum should include the knowledge and skills about computer and various e-learning tools and information technology .Teachers must be trained for e-content development and delivery .
- *Motivation by institutions:* some students are technophobic just like some teachers .The active learning required by e-learning tools may be difficult for some students conditioned by prior learning to passive .Such students must be motivated by intuitions by removing their phobia .

- *Uniformity of e-content*: high quality e-learning support materials developed for standards curriculum areas will provide a consistent and enhanced learning environment. E –content should be created in a format that will allow its utilization across.

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Eurasia journal of Mathematics ,Science and technology education ,2009