

An Analytical survey for Impact of Information and Communication Technology (ICT) on School's education in Sivagangai District

¹M. Mohamed Sirajudeen, ²R.U.Ramu

¹Master of Education (M.Ed), Research Scholar, ²Assistant Professor
B.T.K College of Education, Viralimalai, Pudukottai DT, Tamil Nadu,

Abstract: Rapid developments of technology shrink the world and rule all over the field. Everyday the requirements of the human society need an advanced development as well as the invention of new technology. But, now a days the education society in rural areas are failed to deliver its contribution in the modern educational methodologies due to the lack of man power or economical background or lack of awareness for the utilization of technology. In the modern effective teaching and learning environment, the role of ICT (Information and Communication Technology) is inevitable to bring the world into the class room. Most of our educational system or methodology is class room based teaching and learning process within the four walls. In this aspect, only few educational sectors either it may be governmental, aided or self finance category to give participation for amalgamation of traditional teaching process with modern methodology. In this research article give detailed specification for the Impact of Information and Communication Technology (ICT) on School's education especially to focus on Sivagangai District.

Keywords: Technology, ICT, teaching and Learning.

I. INTRODUCTION

Sivagangai District is an administrative district of Tamil Nadu state in Southern India. It is bounded by Pudukottai district on the Northeast, Trichirappalli district on the North, Ramanathapuram district on South East, Virudhunagar district on South West and Madurai District on the West. As of 2011, the district had a population of 1,339,101 with a sex-ratio of 1,003 females for every 1,000 males [1].

School education is the most important lever for community, financial and biased transformation. A cultured inhabitant, prepared with the appropriate acquaintance, attitude and cleverness is essential for economic and social development in the twenty-first century. School education is the most effective tool for socio-economic mobility and a key implement for building an equitable and just society. School Education provides skills and competencies for economic well-being from the being level onwards to their higher educations. It improve the reinforce democracy by imparting to citizens the tools needed to fully participate in the governance process.

In spite of the growing stipulate for data on ICT in education, the best-known international sources of education statistics lack basic information about ICT

policy in education. For developed countries, neither the Organisation for Economic Co-operation and Development (OECD) nor the European Commission have a comprehensive set of indicators that include all three components of inputs, processes and outcomes related to ICT – although they both are increasingly improving the dataset to include, for instance, assessments of student performance in digital skills. In fact, the OECD's Programme for International Student Assessment (PISA) dataset remains one of the most reliable sources of information on access, use and outcomes in this domain, despite its limitations in terms of geographical coverage, reliability and inadequacy regarding current classroom practices [2]. Any how, most of the educational institutions are failed their duty to introduce modern teaching learning methodology with the help of ICT.

In Sivagangai District, only very few private (self finance) schools provide their contribution to achieve the goal for ICT education along with its traditional methodology. The district almost covers: Ilayangudi, Kannangudi, Sakkottai, and tirupuvanam, Tirupathur, Kalayarkovil, Kallal, Manamadurai, Singampunari, S.Pudur, Karaikkudi and Devakottai [Fig 1.1]. The data collection on the research topic will be carried out (high School and higher secondary schools) around 36 Private schools, 34 aided Schools and 30 government Schools based on the ICT qualified teachers, ICT based infrastructures and ICT awareness among student community.



Fig 1.1 Sivagangai District

II. RELATED WORK

The educational philosophers and educational curriculum experts are in a unique position to bring about changes in the teaching and learning environment in the educational sector. It will be clearly specified a detailed study to be conducted in different part of the country based on the ICT supportive environments; it will be summarized in Fig 1.2 [1] [2].

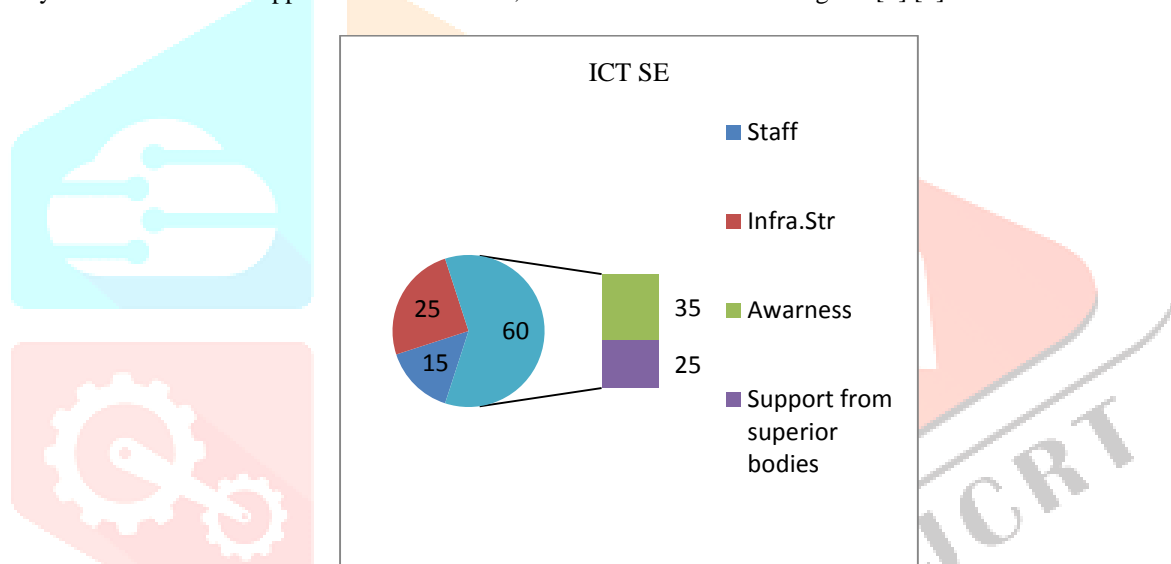


Fig 1.2 ICT SE (Supportive Environments) –Private Schools

The above (Fig 1.2) clearly specifies different range of supportive environments for the ICT educations in private schools. It depicts the private sector provides an excellent infrastructure to support the ICT environment in the regular educations[3], at the same time it fails to recruit an efficient as well as ICT equipped teaching staff members, because of the salary issues. Most of the private sector educational institutions on school education focus on financial issues. But while the introduction of ICT policy is necessary for change, it is not sufficient to result in its implementation or impact [2]. Policies can, of course, fail to succeed and this happens when,

- (i) They are viewed as mere symbolic gestures;
- ii) Teachers actively resist policy-based change that they see as imposed from the outside without their input or participation [2].
- iii) They do not have explicit connections to instructional practice (e.g. focus on hardware rather than their relationship to pedagogy);
- iv) They do not provide teachers with an opportunity to learn the policies and their instructional implications; and
- v) There is a lack of programme and resource alignment to the policies' intentions [2].

however, as the integration of ICT in education rises and evolves with evermore complicated tools, and contribution and changeover rates to higher levels of teaching increase, children and adults will increasingly need to develop digital literacy[4][5][6], not only for life skills but also to support their education throughout the secondary, post-secondary and tertiary levels. The early integration of ICT into primary and secondary curricula through formal recommendations is therefore vital and moreover acts as an important lever for ensuring the introduction and implementation of ICT into educational institutions and classrooms. To support teaching and learning, as well as improve overall education management, a variety of ICT-assisted instructional approaches may be implemented, ranging from the use of radio or television to computers, Internet and newly-emerging mobile devices.

III. OBSERVATIONS AND EXPERIMENTAL SURVEY

The experimental and observations result are clearly specify the level or depth of the impact of ICT educations in different sector educational institutions /schools in the Sivagangai district. Al most the data collected around 100 schools regarding to ensure the ICT Based enabled /equipped staff members , awareness among the students community , ICT supportive environments as well as the ICT supportive environments from the top level managements. On the basis of the experimental survey, finally conclude that, The private schools sector focus on the ICT infrastructures as well as try to improve more awareness among the student’s community, but it fails to recruit ICT qualified staff members. ICT SE establishments are easier to expand for individual administration (Fig 1.3 &Fig 1.6).

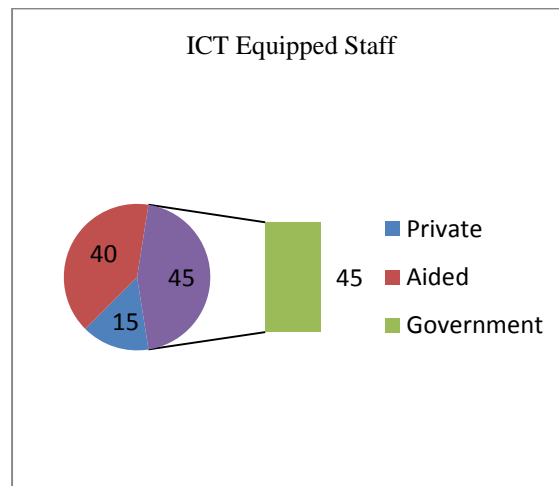


Fig 1.3 Based on the ICT equipped /enabled staff members

The Aided schools sector focus on the ICT infrastructures as well as to recruit ICT qualified staff members, but it fails to improve more awareness among the student’s community because to drive the students only for getting more marks in the annual governmental exams . ICT SE establishments are little bit difficult to expand because of getting permission from Board of members.(Fig 1.4 & Fig 1.6)

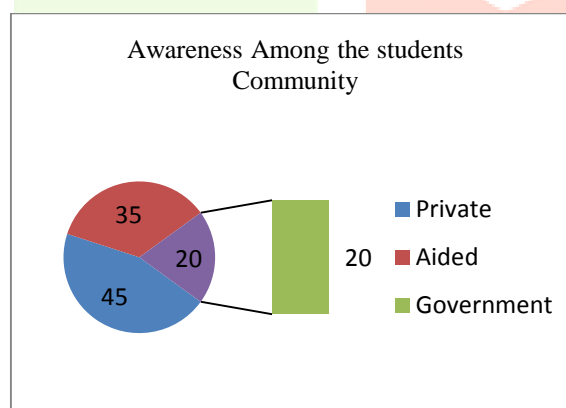


Fig 1.4 Based on the ICT awareness among the students community

The Government schools sector focus to recruit ICT qualified staff members, but it fails to improve more awareness among the student’s community as well as to provide the ICT infrastructures. . ICT SE establishments are very difficult to expand because of getting permission different level of administration (Fig 1.5 & Fig 1.6)

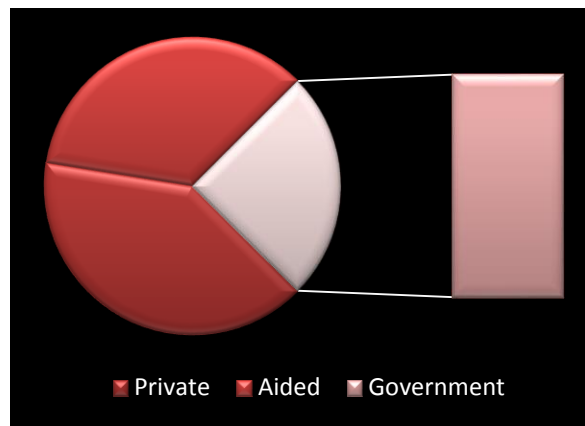


Fig 1.5 Based on the ICT infrastructure

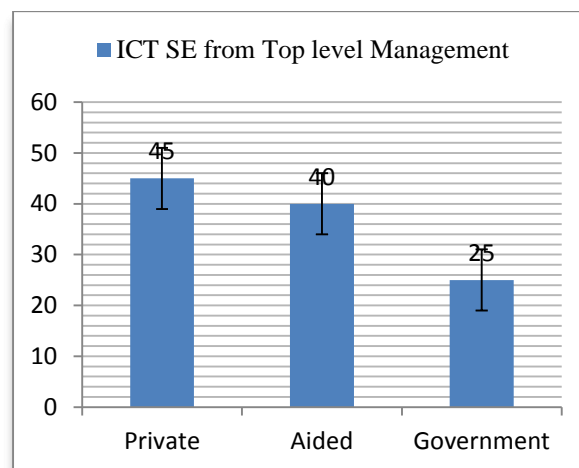


Fig 1.6 Based on the ICT SE for top level managements

IV. CONCLUSION AND FUTURE WORK

The Global expansion of Information and Communication Technology (ICT) in every field of the day to day life , the governmental organizations or concerning educational authority must take an appropriate steps to improve the ICT based educations in the school itself. The responsible persons from the officials are concentrating on district wise statistics on the ICT related awareness, infrastructure and the recruitment of well equipped teaching personalities to fulfill the student's knowledge gap. In future, the survey will be extended into more number of rural areas in order to bring the attention of the officials towards it and to make a remedial action in order to solve it. While many studies have been conducted to determine whether or not computers and ICT affect academic achievement and other student outcomes measures favorably there are currently few comparable data to support this claim. For every study that cites a significant positive impact, another study finds little or no effect. The most significant part of the problem in conducting impact assessments comes from the difficulty of isolating the influence of ICT on learning outcomes from the large number of other potential factors.

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