

ROLE OF ICT's IN TEACHING AIDS

C.S. Mitter

Head and Associate Professor,
Department of Zoology,
Sathaye College, Mumbai, Maharashtra, India

ABSTRACT:

The utility of ICT in the classrooms is increasing day by day. The entry of this technology in the education is challenging to teachers and educational institutes. Though ICT assists in teaching methods, teachers may encounter many barriers like lack of confidence, competence, health and lack of time mainly in age group of more than 40 years. The findings were positive and teachers had strong desire to incorporate ICT in education. This work also provides information about difficulties being faced by the teachers with new techniques if ICT and approach of teachers towards ICT with age group 40 to 50 years.

Keywords: challenging, confidence, competence, desire.

1. INTRODUCTION:

21st century is known for digital era. Globalization has brought drastic changes in our day to day life since morning to night including our education sector. World has moved from traditional education methods to modern technology education.

Gradually Indian traditional system of our education is also changing from merely chalk duster to ICT tools like WIFI, you Tube, e-learning, Google classrooms etc. Educational intuitions have adopted digital teaching learning methodology. The process of teaching and learning has become more student-oriented aiming to give quality education to provide capable work force in the market. The effective use of new technologies in education has changed the educational methods. ICT have become within a very short time, one of the basic building blocks of modern Society [1]. In the age of information and communication technology era students, teachers and professionals must use information tools effectively to gain knowledge beyond classrooms and textbooks to face the modern era.

The NEP in 2016 has made public on government website, it is with 43 pages document and strongly positive about ICT incorporation in education. Skill development programmers in schools and colleges should be reoriented. Detailed plan has been given for the creation of skill improvement for schools. There are national level policies, such as Early Childhood Care and Education (ECCE) adopted in 2013; National Youth Policy (NYP) 2014 and National Policy for Skill Development and Entrepreneurship 2015 (NPSDE). The policy NEP 2016, envisions a credible education system capable of ensuring inclusive quality education for KG to PG. quality education for graduates equipped with knowledge, skills and values that are required to lead a productive life as a citizen, participate in the countries development in all walks of life [2]. Parents can track the school bus timings, drivers, and conductors. Parents can get counseling from school support group, experts for the mental, physical and academic growth of their children.

Internet of things (IoT) a term coined by Kevin Boston in 1999. IoT technology in KG to PG education represents an enormous opportunity to gain information which can be converted into knowledge. With IoT students can learn in an innovative manner and teachers will be able to perform their duties more efficiently [3].

According to S. Chandra (2014) [4] an effective teacher-student relationship maybe the keystone that allows the other aspects to work well. ICT in education means learning and teaching with ICT tools like computer, projector, camera, white board etc. ICT is helpful to teachers for preparing notes and other classroom activities. Teachers face some problems while learning ICT skills.

- It is difficult to come out from old method of teaching to advance teaching with ICT since new technology is new to them.
- Teachers are associated with many activities which are not directly related to teaching (administrative work).

- Teachers are overworked with various activities which are related to teaching such as paper setting, evaluation, supervision, results, admission, study tours, NSS and NCC camps, conferences, seminars, research activities etc.
- So lack of time to learn modern techniques which are related to education by using ICT tools.
- To overcome this, time management issue, time to time the institution should provide them free time to get proper training.
- Many teachers with age group above 40 years is with lack of confidence and lack of competence since they feel it is too late to learn modern ICT tools.
- Many teachers from cities due to sedentary life style face many health issues like back pain, neck pain, or vertebral column related illness does not allow them to learn modern technology.
- Some teachers believe in old teaching pattern are very rigid and not willing to adopt modern change.
- Some teachers' nurse false idea like ICT are meant for youngsters and think 'not my cup of tea'.
- They are very skeptical about effectiveness and use of ICT in education sector.
- To overcome this mindset, teachers should start learning step by step with slow and steady pace. Conservative approach should be converted into openness.

This investigation is an attempt made to understand teacher's willingness to adopt ICTs and difficulties which came across the teacher's age group between 40 to 50 years in higher education.

Objectives:

- To understand the willingness of the teachers for ICTs in education.
- To overview their mindset towards ICTs.
- To understand problems of teachers while learning ICT.
- To evaluate their thought related to ICTs.

2. RESEARCH METHODOLOGY:

Primary data collection: primary data collection was done randomly by selecting teachers from science, commerce, and arts colleges from Mumbai University. 50 teachers were selected with age group between 40-50 years irrespective of their gender. Questionary and response was collected according to Table 1.

Secondary data collection: Secondary data was collected from internet, research journals, research papers, e-books etc. findings are mentioned in table from sample profile (Table II).

3. REASONS FOR ACCEPTING ICT BYTEACHERS:

- Time saver
- More interactive
- Easy availability
- Latest information
- Quick access
- Paperless tools

4. CONCLUSION:

Analysis indicates that there are various difficulties faced by the teachers. In spite of many difficulties almost all teachers agreed to accept ICTs in education. Teacher should be free from their regular teaching and non teaching activities for a certain period to gain ICT hands-on training on regular basis. So teachers will not be reluctant to cope with rapid growth of ICTs, mainly age group 40-50 years of age.

Proper training needs to be given to the teachers to make effective use of ICTs in teaching process. Schools, administration, parents and students can fulfill their need with ICT.

5. REFERENCES:

[1] Daniels J.S. (2002) "Forward" in *Information and Communication Technology in education- A Curriculum for Schools and programe for teacher development*. Paris.UNESCO.

[2] Y.S. Bandarkar, S. C Samel and D.A. Tekale (2017). **“ICT in Education through policy, formal comment and curriculum”**. NAAC sponsored National seminar, proceedings. Pillai College of Arts, Commerce and Science, New Panvel- New Mumbai. Pp: 152-155

[3] Shahbhade. S. 2017) **“Empowering education in Indian School lot of technology and its significance”**. NAAC sponsored National seminar, proceedings. At Pillai College of Arts, Commerce and Science, New Panvel- New Mumbai. Pp.135-139.

[4] Chandra S. 2014. **“E-learning: Prospectus and Challenges”**. International Journal of Research in Finance and Marketing, 4(10).

[5] <https://swayam.gov.in/>

[6] <http://www.nad.gov.in/>

[7] www.wikipedia.org/wiki/blended_learning

Table 1: Findings: Evaluation of ICT in Education.

***50 degree college teachers were selected for study.**

Sr. No	Questions	Yes	No
1	Is it necessary to have ICT in education?	48	2
2	Is it effective method for administration in educational institutions?	49	1
3	Is it time saving?	50	-
4	Do you feel proper training in ICT is necessary for teachers?	50	-
5	Is it more effective method than old teaching methodologies?	48	2

Table 2: Problems faced by teachers while learning ICT in education.

No. of teachers	%	Reason
13	26	Back-bone related problems (Back and neck pain)
17	34	Knee problems: Cannot sit for longer duration
6	12	Don't want to give extra time to learn ICT
2	4	Headache, migraine related problems
12	24	Reluctant to accept new technologies