

A Study on Using Information and Communication Technology (ICT) by Government High School Teachers of Mahabubnagar Dist, Telangana

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Abstract

The plan on Information and Communication Technology (ICT) in Schools has been considered under RMSA. ICT was started in schools December, 2004 and updated by 2010 to give chances to high school stage students to build up their ICT abilities and encourage computer supported learning process. The sharing pattern is 75:25 between the Center and the State. This study assesses the knowledge with teachers to utilize Information and Communication Technology (ICT), and its openness in government schools. Pre-arranged surveys are utilized for gathering information. Complete 100 surveys were dispersed to secondary teachers, in which every one of them was replied. Gathered data was analyzed and introduced in rate and furthermore in unthinkable frame for better understanding. Result was reasoned and end was interpreted after the investigation of information. The general finding of the investigation reports that educators are very mindful of ICT devices however are modestly utilizing ICT for expert purposes. The investigation additionally uncovered a few difficulties confronting ICT in optional schools.

Keywords: *ICT skills, secondary schools, accessibility, multimedia, training.*

Introduction

The speeding up of technological headway has prompted another globalization period. This new worldwide time has genuine implication for the nature and motivation behind educational organizations. Information and Communication Technology (ICT) has affected all parts of life. Its impact felt more at school as Information and Communication Technology can add to widespread access to training, uniformity in education, the conveyance of value

learning and educating, it's the reason for the change from educator focused training framework to student centered education. The entrance to data is required to develop exponentially. In this situation schools can't stay as insignificant settings for the transmission of a recommended set of schedule from teacher to student over a settled timeframe. Indeed they are intended for securing of information and aptitudes that make conceivable consistent learning over the lifetime. Information and Communication Technology as mechanical assemblies inside the school condition join use for school and the administrators, training and learning of ICT related aptitudes for enhancing the training of classroom work, teaching, considering and basic reasoning capacities, invigorating inventiveness and creative energy, for research by teachers and students and as specific gadget by teachers and students.

In India, the Information and Communication Technology (ICT) plot was set up to schools in December 2004. The craving of the arrangement was to "increment the ICT aptitudes of students to confront an assortment of practical and social difficulties". Educators require ability for classroom instructing. Since its presentation it carried new potential outcomes into the classroom. The substance of the classroom is changed a great deal requesting on educator to get ready to stay aware of innovation utility into classroom. The joining of ICTs in teaching is the need of the day. Fruitful fuse of ICT in the educational system depends for the most part on the openness and capacity and the outlook of instructors towards the job of present day advances in educating and learning. Different investigations have appeared diverse issues militating against the viable utilization of ICT in the encouraging learning process in schools, the most difficult issues among all is the inadequate PC educated educators because of which they are not fit to utilize accessible ICTs appropriately in classroom instructing.

Literature of Review

The Indian government characterizes grade school as the period between Classes I to VIII, or the U. S. likeness first grade to eighth grade (ASER, 2013; Azim Premji Foundation, 2004). India's primary educational system serves the world's biggest child population; there are very nearly two million grade schools spread crosswise over 35 Indian states and union territories (MHRD, 2010). Since Indian Independence in 1947, the Indian Government has endeavored to address the test of giving instruction to all kids in India (Govinda, 2007). In 2000, the Indian lawmaking body established a national campaign called the Universalization of Elementary Education (UEE) crusade, otherwise called Sarva Shiksha Abhiyan, to build

enrolment and maintenance of India's primary school kids. Indian policymakers have seen UEE as an approach to modernize primary schools and to set up India's kids with the learning and abilities vital for what's to come. The legislature distinguishes ICT and the computer innovation industry as adding to the change of practically every division of India's economy, including training (Balakrishnan, 2004; Bhagwati, 2004; Bhasin, 2010). Bhasin (2010) attests that ICT is a multi-billion dollar industry that adds to India's high-development economy. Financial experts trust that one key to keeping up India's ICT lead is the education and advancement of human capital to be specific the nation's childhood (Balakrishnan, 2004; Bhagwati, 2004; Bhasin, 2010; Jhurreev, 2005). However, regardless of the guarantees of expanded ICT investment, barriers exist.

Objectives of Study

- ✓ To analysis the government teachers using capability of ICT
- ✓ To know the availability of ICT equipment and ICT infrastructure availability in government schools
- ✓ To know the using percentage of ICT in regular activities in schools

Sampling Technique

A self prepared questionnaire is used to collect the data for study, prepared after an extensive study of several ICT related magazines, internet, books and related researches. The questionnaire consists of 20 questions, participant can response in yes or no. Questions were related to those ICT tools which were normally available in secondary schools of Mahabubnagar District like computer, internet, printer, and various multimedia devices.

Methodology of Study

Data Collected from the various government high school teachers and analyzed using descriptive statistics of frequency counts and Simple Percentage. The population for study consisted of the teachers of the high schools in Mahabubnagar District, Telangana. The sample for study is through 100 teachers. Here high school means educational institution where second stage of schooling takes place that is after primary education (6th class to 10th class). Schools were selected randomly, it's important to include both types of school in the sample this makes result more comprehensive and applicable. Information and communication technology was the independent variable while use by teachers was the dependent variable. Selected schools were visited and questionnaire was distributed among

available teachers on the basis of their readiness to participate in the study. Answers sheets were collected from teachers after successful completion of questionnaire. Collected data was analyzed and presented in percentage and also in tabular form for better understanding. Result was deduced and conclusion was interpreted after the analysis of data.

Results

Table 1: ICT Availability in Schools.

Sl.No	statement	Yes - percentage	No - percentage
1.	Availability enough computers in school	11%	89%
2.	There are printers available in school	65%	35%
3.	Dark room is available in school	7%	93%
4.	Multimedia Facilities are available for teaching	6%	94%
5.	Internet facilities available for teachers	24%	76%
6.	Television for teaching is available	16%	84%
7.	Inverter or Generator facilities are available	61%	39%
8.	Computer lab for children is available	35%	65%
9.	Projector is available	6%	94%
10.	Computer programs are used in regular teaching	8%	92%

Results shows that ICT facilities are not proper available; with item 1-10, it is 89% teachers responded that they do not have enough computers in their school, 65% respondent that they do have printers available in their schools. Only 7% respondents that dark room is available in their schools, multimedia facilities is available in only 6% of teacher's school, 24% responded that internet available in their schools, 16% responded that television (for teaching) is available in their schools, 61% responded that their schools is equipped with inverter or generator, only 35% responded that computer is lab available for student in their school, projector is rarely available as only 6% responded its availability in their schools,

only 8% responded that they are using software for teaching and its availability in school.

Table 2 presents the usage of ICT facilities of teachers based on their responses.

Table no. 2 – Usage of ICT Facilities by teachers

Sl.No	Questions	Yes percentage	No percentage
1.	Do you use computer everyday	45%	55%
2.	Do you use computer to maintain school records	42%	58%
3.	Do you use Microsoft word or any such computer programs in typing any document	30%	70%
4.	Do you use excel to prepare results and other records	26%	74%
5.	Do you use power point presentations in teaching	25%	75%
6.	Can you operate printer connected to computer	64%	36%
7.	Do you use internet frequently and can browse educational material on it	56%	44%
8.	Do you have an email account	87%	13%
9.	Do you use computer in teaching	16%	84%
10.	Are you comfortable in using computers	74%	26%

Result showed that teachers teaching in secondary schools are not comfortable with computers. With item 1-10, its 55% of total teachers who do not use computers every day, only 42% of teachers use computers to maintain school records, 70% of total teachers do not use MS word in typing documents, only 25% teachers use excel to prepare results, only 26% use PPT in teaching, 36% of teachers can't operate printer, only 56% of total teachers use internet frequently and browse educational material on internet, 13% teachers do not have email account, only 18% teachers use computer in teaching, and 26% of teachers still not comfortable with computers.

Discussion

The purpose of the study to know the using of Information and Communication Technology (ICT) of high school teachers of Mahabubnagar District, Telangana. The result showed that ICT facilities are not readily availability in schools sufficient, they do not have enough computers available for teachers and students; projectors, darkrooms and televisions are rarely available. There unavailability of generator and inverter in schools. Less than one fourth of schools are connected to internet. Computer labs are available only in few schools. Thus it can be said that school management is not serious in providing ICT facilities, or there is lack of funding. The study showed that most teachers teaching in various high schools of Mahabubnagar District do not use ICT in teaching properly, nor for administrative purpose and neither for their personal purpose. It observed that the majority of these teachers not have the knowledge, capability to use ICT to facilitate teaching-learning procedure. Not availability of these facilities seriously holds back right to use and insufficient training of teachers on the use and application of the computers.

Recommendations

There is a need for in-service training related to Information and Communication Technologies, and their classroom usage. Government and school management should organize related workshops and ensure the availability of ICTs in school. Teachers have to recognize the importance of ICT now a day. Maximum school works depend on computers and it's so easy to maintain. A teacher has to come forward to learn and get efficiency in ICT using for their professional development.

Conclusion

Information and Communication Technology (ICT) is changing ways of teaching and learning. ICT is making education more participating, interesting, easy to access, creative and productive. ICT based teaching is the demand of the modern education system which is gone beyond chalk and talk, reaching new heights of innovation. ICT is enhancing the outcome of education. Since ICT facilities is not readily available in schools hence there must be proper and adequate funding and financing of education. Government should ensure that ICT facilities should be provided in schools. Teachers at secondary school levels are not comfortable in using computer and other ICT tools therefore they should be trained on the

use of ICT facilities through regular seminars and computer literacy workshops organized by government and school management.

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