Minuscule stride towards ICT

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ABSTRACT
ICT (Information & Communication Technology) is based on re-tooling of educational system. The ICT revolution has changed the learning process of childhood up to the real world.

The real challenge is the need to put technology at both , space and ground segment, infrastructure, operations and maintenance system, target group networking and professional management together. Digital learning in India is presently limited, due to which implementation and planning for ICT and development of ICT is important.

Our work suggests that when information and communication technologies (ICT) are adopted by students, how it have impacts on their education. Education becomes more intense, learning process displaced, surveillance increases, ICT have positive effects on learning when taken together with traditional way of education.

Our research shows that students perceive the quality of education is improving as a result of ICT. Based on an analysis of 10 Bombay Municipal Corporation (BMC) school surveys of students in Samatanagar Kandivali, we found that respondents who were most affected by ICT were more satisfied with their studies. Yet, they also perceived that their education had become more effective than those less affected by ICT.

This paper focuses on the influence of school level conditions for the integration and implementation of ICT in education in India.

Keywords – Analysis, Education ,ICT, Methodology, Students.

I. INTRODUCTION

This paper builds on the BMC Schools in Kandivali. This is the complete analysis of all material collected during visits to 10 schools supported with the depth analysis of data & discussions with students .

1. INFORMATION:

1.1 Training BMC school students of 6th & 7th standard.

1.2 Strength of the students in 6th is 40 and 7th is 40 we provide one student one PC.

1.3 Training timing 1 hour duration for one batch this way two consecutive batches goes on.

2. RELATED WORKS:

2.1 Approaching to the BMC School personally.

2.2 Permission of higher authority with all legal formalities that is letters, list of students name, schedule.

2.3 Taking students from the college gate to the computer lab.

2.4 Allocation of lab special for training students in computer.

2.5 Seating arrangement was done according to the roll number which is assigned by us to students.

2.6 We have also prepared study content in Hindi for effective learning.

2.7 We have maintained attendance muster where we have put up the name list of students, number of practical sessions with dates and timing.

2.8 We have continued this activity till today.

II. METHODOLOGY:

1. The teaching aids which we used is as follows:

1.1 We provided learning text in regional language to the students.

1.2 We have delivered lectures in Hindi with English terminology.

1.3 To make interactive learning session we have use LCD Projector.

1.4 We have also prepared PowerPoint slides for students which content images, pictures, points, explanations, icons which motivate the students towards computer.

1.5 Students perform each practical on computer individually.

1.6   We have designed our course according to the students point of view which has the following topics :

1.6.1   Introduction to Computer.
1.6.2   Uses of Computer.
1.6.3   How to start, access and shut down it?
1.6.4   Paint
1.6.5   Ms-word.
1.6.6   Ms-PowerPoint.

1.7   Students used to write in their book which is one of the resources for them to study .

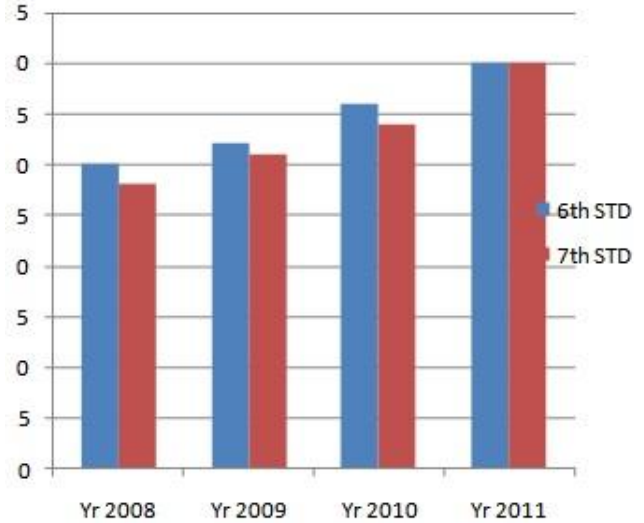1.8   We conduct exam after completing the designed course.

1.9   Theory question paper format is TRUE or FALSE, Match the Following, Write in One Sentence which carries 20 marks.

1.10 Practical carries 10 marks which are conducted on Paint, Ms-Word, Ms-PowerPoint.

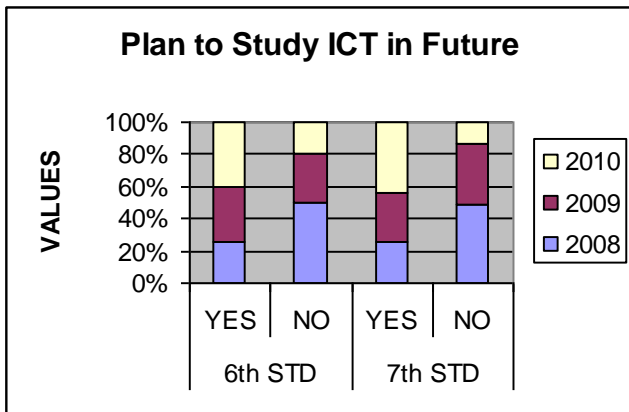1.11 Evaluation is done by teachers and suggestions are given on the spot.

1.12 Certificates are distributed in presence of higher authority to motivate students.

III. CHARTS:

Plan to Study ICT in Future

		2008	2009	2010
6th STD	YES	95	130	150
	NO	90	55	35
7th STD	YES	80	99	140
	NO	82	63	22

Plan to Study ICT in Future

Enrolment of Students from BMC

IV.   RESULT AND DISCUSSION:

1.   Students have benefited with our training course.
2.   Students have got border perspective towards latest technology and how to use them in their studies.
3.   It is seen that students are more energetic and keen to learn.
4.   Students enjoy coming to computer lab. They are waiting for the particular day when they have computer training session.
5.   ICT have really made a difference in student's behavior which we can feel and see in them.

V. PROPOSED SOLUTIONS:

1.   Instead waiting for the Government funds we came up with this solution to promote ICT in Education in rural areas for rural children's.
2.   With the spread of this concept we want to narrow down the gap in digital divide.
3.   This will enhance our society towards ICT.

VI. MONITORING AND EVALUATION OF ICTS IN EDUCATION:

This Options Paper articulates key areas for measurement to support the development and delivery of ICT throughout the education sector. The three key areas identified are (1) Infrastructure & Access, (2) Training & Usage, and (3) Impacts. Possible research areas are also presented.

VII. OBJECTIVES:

The aim, of the paper is to contributing to a better understanding of the strengths and weaknesses of using ICT in education. The project deals particularly with identifying methodologies used to favour a use of ICT that in turn fosters added learning value.

VII. CONCLUSION:

More transparent processes for managing school resources. The next most pressing challenge is to increase access in rural areas to Secondary education.
At this level of the education system the
Private sector is growing rapidly and playing the major role of service provider. But in both elementary and secondary education better services will only come about with greater expansion of infrastructure, both within and around schools.

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