



CONFERENCE PROCEEDINGS

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AMITY INSTITUTE OF EDUCATION
Amity University Uttar Pradesh, India

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AN EXPLORATORY STUDY OF USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN A GOVT. SCHOOL IN DELHI

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Abstract: The use of Information and Communication Technology has been increasing in education and diverse set of technological tools and resources are being used in schools to communicate, to create, to disseminate and to store and manage information. This study was carried out in a Govt. school in Delhi to understand the infrastructural provisions and use of Information and Communication Technology (ICT henceforth) in the select school. Teacher and students beliefs and experiences were also included in the study. Focus was on that what and how technological materials and tools are being used by teachers of the primary section for facilitating teaching learning process. This paper discusses that provision and accessibility to ICT materials is quite limited in the schools. Content analysis of the material being used shows that content is not drastically different from Textbooks and syllabus, mostly is available in English medium and largely promote close ended question skills. Classes scheduled for 'Toon Masti' are largely perceived as alternative to studies and there is no scope for teachers to intervene (except translating the language) when the material is being used. Furthermore enabling environment for teachers to develop educational material and resources using ICT is also absent. The papers further discusses that ICT should not be perceived as replacement of teacher in the classroom, rather it should be one amongst the other resources to facilitate the teaching-learning process and teachers must get supportive environment to enhance their ICT skills so that they also search, create and store an ample stock of materials which can be used in teaching learning process.

Keywords: Information and Communication Technology, Teachers' Belief, Toon Masti,

Introduction

In the contemporary world technology has increasingly become a vital element and is affecting political, economic, social and educational sectors. Schools are using technology for teaching-learning, record keeping and other purposes. Accordingly teachers need to equip and acquaint themselves to be comfortable with the changes brought about by technology. Thus teachers are being trained to use computers, projectors and other equipments. Classes are turning into Smart classes. National Policy on Information and communication in School Education, 2012 defined ICT as "all devices, tools, content, resources, forums, and services, digital and those that can be converted into or delivered through digital forms, which can be deployed for realizing the goals of teaching learning, enhancing access to and reach of resources, building of capacities, as well as management of the educational system." (p.3) It further asserts that "these will not only include hardware devices connected to computers, and software applications, but also interactive digital content, internet and

