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**A CONCEPTUAL STUDY ON ROLE OF ICT IN SCHOOL EDUCATION**

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Bhopal, Madhya Pradesh**ABSTRACT:**

The globe is moving from wider to narrow, complex to simple, and remain solitary to around the world .There is a change from "no technology to know technology." The move is in close and personal contact to electronic correspondence, and it all happening due to advancement in technical sector. Simultaneously, people are moving from essential to auxiliary, genuine to virtual. The world has become an open source with the help of satellite stations. People can be on WWW at anytime. People can depend lifetime on telephone utilities, link system and web. GOOGLE, Satyam, BSNL etc. have made us progressively more independent. Gyan Darshan and Gyan Vani are nonstop training channels for our ease. There are virtual students, virtual educators and virtual study halls. ICT is a power that has changed numerous parts of the manner in which people live. If people look at such fields these are medication, the travel industry, business, law, banking, building and engineering, the effect of ICT over the previous a few decades has been remarkable. The manner in which these fields work today is completely changed from the way in which they worked previously. But when it comes to the education sector people experienced a lack of interest and far less change than different fields have encountered. Various individuals have tried to investigate this absence of movement and interest.

**Keywords:** ICT, School Education, Theory of Media Use etc.

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**INTRODUCTION:**

Man has begun offering his sentiments to media. People have begun distinguishing augmented reality than genuine items. Teachers should be more Pedagogues to techno-educators. Our social framework will involve and accept globally social practices which have a significant impact upon our education system. The information people use today will be a great extent for tomorrow, so people need a significant number of the instruments. In this way, the time has come to understand that the previous techniques which men used in past can't guarantee the future progress of the learners. ICT is progressively used by advanced education foundations around the world. ICT is developing not only in on-campus study even in open and distance studies worldwide. ICT is also used for the development of different course material; conveying and sharing knowledge; correspondence between students, educators and the outside world; scholastic exploration etc. Now a day's advanced education system in creating nations are in general capitalizing on computer and programming accessible to them despite the fact that difficulties including deficient phone and media transmission framework, absence of preparing assets for instructors. Positive ICT strategies are quite fruitful for gaining advanced education system, despite the fact that ICT cannot take place of face to face interaction between teacher and students. Without a doubt, ICT can give more easy access to various objective students, and have become vehicles for enhanced educational activities, especially for students isolated by time, space and money. The movement to high-innovation and ICT sector economies requires human support system for improvement and leading. As we know youth is the power of every nation and teachers are the nation maker so men should encourage and give both of them training of modern age technology and innovation for development of nation. So, schools are constrained to be imaginative and show others how it's done in utilizing forefront innovation to meet these desires.

**INFORMATION AND COMMUNICATION TECHNOLOGY:**

Information and Communication Technology (ICT) is used to deal with instruments that are utilized to make, store and process information. These various instruments are presently used to cooperate, and meet up to shape organized world through which each and every individual came in contact to each other to make worldwide network. In this way, ICT can be utilized to get to worldwide information and speak with others since it is an electronic based arrangement of information transmission, preparing and recovery, which has changed the manner in which individuals think the manner in which individuals live and the space in which individuals live.

To summarize, ICT is a widely used term that incorporates the full extent of electronic devices by which men assemble, record and store data, and by methods for which people trade and disperse data to other people.

**THEORY OF MEDIA USE:**

Many models have been utilized to clarify the procedure through which new innovations and technology come to be accepted.

**Media Richness Model-** Daft and Lengel (1986) proposed the media richness model as a system for clarifying the decisions and acceptance make about Information and communication media use. As indicated by this model, each and every organization's communication task can be described in wording of its level of uncertainty. For example, an instructor educating learners about an up and coming workshop is confronted with a moderately unambiguous assignment in light of the fact that different understandings about a straightforward declaration could be made. On the other hand, an educator who must clarify a troublesome hypothetical idea or facilitate a conversation in a meeting is confronted with an open circumstance that has an extraordinary potential for misconception. In such situations, the communication interaction would be portrayed as significantly more uncertain.

**Social Information Processing Model-** This model recommends that the acceptance of advancements and communication media can be all the more completely clarified by looking at the social condition of the foundation or the organization. In this model, Fulk, Schemitz and Steinfield (1990) stated that conduct or behavior happens in a social world that is a long way from unbiased in its belongings. Communication can straightforwardly impact "disposition towards the communication media" and "media use conduct" (Miller, 1999). For example, an association's choice to utilize a specific innovation may be impacted by the encounters of different associations. An instructor in a college may have caught how repetitive and tedious it is to survey and react to the numerous strings the understudies post on an electronic conversation board. Likewise, people may have conversed with another instructor who loathes class-related online study hall conversations in view of encounters at another establishment. This social information impacts the teacher's observation of the medium's qualities and may impact learners' mentality towards other new media.

**Technology Acceptance Model-** This model is an adjustment of the hypothesis of contemplated activity proposed by Davis, Bagozzi and Warshaw (1989). The reason of this hypothesis is that individuals consider the down to earth and social results of activity in choosing what to do, building a general conduct aim as a mind boggling capacity of significant worth bearing convictions about the result of the conduct. Goals are formed as weighted blends of disposition and emotional standards, and conduct depends most straightforwardly on aims. With regards to technology acceptance model, both acceptance of innovation and innovation obstruction are structures of reasoned activity. The hypothetical presumption here is that protection from innovation relies upon teachers' reaction. These hypotheses propose that any adjustment in conduct must be related with thinking. This can assist us with targeting convictions and discernments that have any kind of effect in what instructors do. Impetuses, preparing, and action detailing are a portion of the systems that can be utilized to influence

the reaction of teachers or employees. Change likewise may not be simple for senior teachers or employees who have been showing the customary path for a long time. To change whenever is subjectively difficult, and the comprehension of and level of solace with innovation can be exceptionally constrained among senior teachers or employees.

**Innovation Theory-** With the progressing improvement of ICT and the differing fields of effects, different hypothetical models have been proposed for a superior understanding its dispersion, reception and utilization. Rogers' hypothesis among them began from farming development in the late 1950s. Throughout the years, this model of dispersion of advancement has been applied to various fields including instruction. The key idea of the model is dispersion. Rogers characterized dispersion as "the process by which an innovation is communicated through certain channels over some time among the member of social system" (Rogers, 2003). This definition infers there are four principle components in the dispersion procedure: advancement, correspondence channels, time, and the social framework. A development is "a thought, practice or article that is seen as new by the person". A correspondence channel is "the mean by which messages get starting with one individual then onto the next". The third component, time, engages in dispersion in three viewpoints: (a) the advancement choice procedure by which an individual goes from first information on a development to framing a disposition toward the advancement, (b) the creativity of a person's relative earliness/delay of receiving the development, and (c) the reception rate in a framework estimated as the quantity of individuals of the framework embracing the development in a given time. The last component, social framework, is "a lot of interrelated units that are occupied with joint critical thinking to achieve an objective" (Rogers, 2003).

#### **ICT IN SCHOOL EDUCATION:**

The most significant component of school education sector impacted by ICT which is improving nature of teaching- learning process. Likewise, the progressions occurring because of globalization. Accordingly, the knowledge of ICT would help in advancing self-awareness as well as in creating tech friendly society. The call of great importance is the need to give instruction to everybody, anyplace, and whenever. Accordingly to reinforce or potentially advance this information driven development, new innovations, abilities and capacities are required. In this respects anyway the examination accessible is scant, however the endeavors for improving educational practices/approaches are being attempted in numerous nations. The extension incorporates improvement of foundations, content product and prepared work force. Today ICT using workstations remotely associated with the Internet, laptops, low price camcorders, and mobile phones have gotten reasonable, available and incorporated in enormous areas of the general public all through the world. It can rebuild associations, advance cooperation, improve the straightforwardness and responsiveness of administrative offices, make instruction and medicinal services all the more generally accessible, encourage social inventiveness, and upgrade the advancement in society. It is just through training and the combination of ICT in instruction that one encourages teachers and learners to be members in the development procedure in this time of fast change. ICT additionally considers the formation of computerized assets like advanced libraries where learners, instructors and experts can get to explore material and course material from wherever whenever. Taking into account ICT, learning can be delegated follows:

**E- Learning** is a type of learning where transfer of knowledge is done through electronic means such as computers, laptops and so on. In this way it is also known as "Electronic Learning." With the help of e-learning people can provide knowledge a huge number of students at the same time with so much ease.

**Mobile Learning** it is very important now a day. It provides mobility to learner and learns at any time and at any place just having a mobile in the pocket. The means of this learning are mobile, tablet, laptop etc. It is beneficial for those education seekers who are not able to come in traditional classrooms and not have much time for their studies. It provides self pacing to the learners.

**Online Collaborative Learning** is a type of learning where interaction between learners and teachers occurs through internet or web. It is of two types;

- Synchronous Online Collaborative Learning
- Asynchronous Online Collaborative Learning

As it sounds synchronous means 'at the same time' where interaction between learners and teachers occurs in the form of virtual classrooms. Asynchronous means 'not at the same time' where interaction between learners and teachers occurs in the form of messages and email.

**Flipped Classroom Learning** is a type of learning which changed the traditional classrooms. In this learning content is provided to the students at their home by using electronic media and related exercise and projects in classrooms.

**Blended Learning** as the name suggests blended learning is a classical blend of traditional method of face to face interaction as well as with the modern technology with computers, laptops etc.

**Distance Learning** is a sort of learning where learners take a shot at their own at home or at the workplace and speak with personnel and different educators by means of email, electronic gatherings, videoconferencing, visit rooms, texting and different types of PC based correspondence. It is also called open learning.

#### CONCLUSION:

ICT has become a path of financial development of a nation. It guarantees manageable financial turn of events and improves straightforwardness, responsibility and regulatory effectiveness. Therefore, E-government activities have been actualized in many creating nations, for example, India, Brazil, Chile, Argentina, the Philippines, and so on. It gives proficient apparatus to the trade of information, thoughts and information. In this manner, ICT has become an empowering power for more extensive financial turn of events and a key driver of fruitful information economies.

The utilization of ICT in instructive establishment is additionally paid attention by governments and instructive frameworks around the globe. Many developing and developed nations use ICT in instruction and preparing to improve learning results, to get ready youngsters for the information economy of the 21st Century. In spite of the fact that India is confronting numerous difficulties in giving access to fundamental administrations like wellbeing, instruction, building framework like streets, media transmission and power it attempts to put ICT in the instructive framework to raise the ICT aptitudes of Indians and move towards the data society. The teachers have been discussing on how the ICT can be utilized and what improvement it gets students learning. During the 1990s the availability of Internet-based administrations, for example, electronic mail and World Wide Web got famous. Simultaneously the CD-ROM turned into the standard for conveying bundled programming and permitted huge data based programming bundles. Subsequently, instructors concentrated on the utilization of the ICT to improve student learning as a method of reasoning for venture. Along these lines, ICT turned out to be increasingly vastly in regular day to day existence and turned out to be incredibly compelling and numerous instructive organizations bought PCs dependent on this basis. ICT has an effect on instructive foundations with respect to: students' learning and learning condition, educators and showing techniques and authoritative change, and different regions pertinent to educating and learning.

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