Technological Concerns of Education: Quality Enhancement

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Abstract

Information and communication technology includes all the digital devices and tool which can contribute to store and share the thoughts, opinion, data and information in various forms, to make communication better and understanding. Information and communication technology integrated with both the approaches i.e hardware and SOFTWARE. We can observe the enormous impact of ICT on each segment of the life. Here ICT in education considered as an assisting tool and a medium to make teaching learning more effective and productive. We considered themselves as a member of globalized and technological world. If we would like to prepare youth of the country for this competitive technological world. It is necessary we should focus on use of ICT in education. In this process the schools and teachers plays important role. During the last two decades many initiative has been taken to promote ICT in the field of education. To bring ICT in to education successfully. It is must to ensure our teachers should be prepared and well trained to use ICT in teaching learning process. Teacher training institutions bearing the responsibility to produce good effective and trained teachers. Thus the paper is focus on use and availability of ICT resources in teacher training institutions. Thus this paper highlights the activities performed by the teachers commonly by using ICT resources. The paper also explore some problems faced by the teachers to use and implement ICT resources successfully in school.

Key Words: ICT, Education, Teacher Training Institution

Introduction

According to the national policy in education 1986 which was modified in 1992. The policy emphasis to use ICT in education with the motive too improve quality of education. Another focus of the policy to develop an ICT based community which may contribute to ensure free, open, universal, equitable access of education through ICT tools and resources.

Education plays vital role to determine the standard of society. The quality of education ensures the development of nation at all aspects. Education also provides a broad and innovative vision to ensure progressive and innovative future. Changes we would like to bring into society, should start from the school. ICT in education is a need of today's technological, globalized and competitive

world. To build national technical capacity it is necessary that the youth of nation should be trained and competent to use ICT resources. It is possible only if our teachers are well trained to integrate ICT into teaching learning process. Here the roles, responsibilities and accountabilities of teacher training institution escalate. Thus it is justified to explore existing status of teacher training institution in relation to use of ICT.

Objectives of the Study

- To study about the availability of ICT resources in a Teacher Training institution.
- To explore most common activity performed by the teacher using ICT resources.
- To study about the relative usage of various ICT devices in Teaching Learning Process.
- To explore the problems in successful implementation of ICT in teaching learning process.

Methodology

Method and Procedure

Descriptive survey research method has been adopted to collect data. The data was collected in the form of questionnaire.

Population of the study

The target population in the study comprised all the teachers working in teachers training institution.

Sample of the study

Sample of the study selected at two stages.

- **Selection of institution**: first stage out of various teacher training institution located in NCR total 10 institutions selected by using simple random technique.

- **Selection of teachers**: second stage out of the selected teacher training institution five teacher from each institution total 50 teachers were selected as a sample by using simple random sampling method.

Tool Used

In the present work self-develop questionnaire used to collect data. The tool developed by the researcher herself. The tool was categorized under four dimensions based on the objectives framed. Some statements are in the form of check list and some are in the form of rating scale.

Analysis of data

The data was analyzed quantitatively using some statistical techniques.

Findings of the study

1) Most of the teachers were respond that the availability of ICT resources is sufficient in their respective institution.

2) 70% teachers using ICT resources very commonly to prepare lesson plan, to deliver the lecture and to prepare learning material for the students.

3) 80% teachers are using Computer as ICT resource very commonly in teaching learning process.

4) 60% teachers believe insufficient number of computer, internet speed, less number of digital resources and lack of technical support are major problems in successful implementation of ICT in teaching learning process.

Conclusion

Thus it can be concluded that to achieve the target to implement ICT into teaching learning process. It is necessary to promote use of ICT from basic level to advance level. The teacher training institution must realize the accountability to bring ICT in to teaching learning process to promote joyful learning. As findings revealed that most of the teachers are using computer only as an ICT device. Thus the initiatives should be taken to train and motivate them to use other technological devices also.

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