

Journal DOI : 10.9780/22307850

Impact Factor : 2.1506 (UIF)

Month-Dec Year-2014

Volume - IV

Issue - XI

ISSN 2230-7850

International Recognized Multidisciplinary Research Journal

# Indian Streams Research Journal



## Role of Ict in Education

*Abha Singh*

*Asstt. Professor, Deptt. Of Education, Jain Vishva  
Bharti University, Ladanu (Raj.)*

Abstract :

To day information communication technologies (ICT) are influencing every aspects of life. It is playing silent work place, business, education and entertainment all are affected by the he silent roles of ICT . People recognized ICT as catalysts for change in work conditions, handling and exchanging information, teaching methods, learning approaches, scientific research and in accessing information.

Published by Laxmi Book Publication

Scanned by CamScanner



## ROLE OF ICT IN EDUCATION

Abha Singh

Asstt. Professor , Deptt. Of Education , Jain Vishva Bharti University , Ladanu (Raj.)

**Abstract:-** To day information communication technologies (ICT) are influencing every aspects of life. It is playing silent work place, business, education and entertainment all are affected by the he silent roles of ICT . People recognized ICT as catalysts for change in work conditions, handling and exchanging information, teaching methods, learning approaches, scientific research and in accessing information. ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs. My paper discusses the role of ICT's, the promises, limitations and key challenge of benefits of ICT's in education ? What are the Existing promises of ICT use in education systems? What are the benefits of ICT to provide quality education?

**Keywords:** information communication technologies (ICT) , education and entertainment .

### INTRODUCTION:

ICTs are making dynamic changes is society. They are influencing all aspects of life. It provide both students and teachers with more opportunities in adapting learning and teaching to individual needs, society is, forcing schools aptly respond to this technical innovation. Tinio (2002), states the potentials of ICTs in increasing access and improving relevance and quality of education in developing countries. According to him ICTs are greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities and open access to knowledge.

In Watson's (2001) description, ICTs have revolutionized the way people work today and are now transforming education systems. As a result, if schools train children in yesterday's skills and technologies they may not be effective and fit in tomorrow's world. This is a sufficient reason for ICTs to win global recognition and attention. For instance, ICTs are dependable tools in facilitating the attainment of one of the Millennium Development Goals (MDGs), which is achievement of universal primary education by the year 2015. Kofi Anan, the former United Nations Secretary General, points out that in order to attain the goal of Universal Primary Education by the year 2015; we must ensure that information and communication technologies (ICTs) unlock the door of education systems. This indicates the growing demand and increasingly important place that (ICTs) could receive in education. Since ICTs provide greater opportunity for students and teachers to adjust learning and teaching to individual needs, society is, forcing schools to give appropriate response to this technical innovation. Even though ICTs play significant roles in representing equalization strategy for developing countries, the reality of the digital divide – the gap between those who have access to, and control technology and those who do not, make a huge difference in the use of ICTs. This means, that the introduction and integration of ICTs at different levels and various types of education is the most challenging undertaking. Failure to meet the challenges would mean a further widening of the knowledge gap and deepening of existing economic and social inequalities among the developed and the developing countries. In the enhancement of student learning and experiences of some countries in order to encourage policy makers, school administrators, and teachers pay the required attention to integrate this technology in their education systems. In so doing, it highlights the benefits of ICT in education, existing promises, and the limitations and challenges of integration to education systems.