



Information and communication technology (ICT) uses in Government aided and Non-Aided Schools of Kanpur Nagar

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Abstract:

Pandemic of Covid-19 has a revolution in our education system. Offline classes have been changed in to online digital classes which are the transformation of traditional mode in to Information and Communication technology. Uses of ICT have not changed our daily life it has enriched our education system also. Smeets(2005) has said that "ICT increases and enriches the quality of teaching learning process and makes learner independent and active forever". Ministry of Human Resource development, UNDP and Government are India is giving financial grants. First inter cabinet Meeting was held in 13 February 2008 to make a national policy of ICT uses in our school education system. Second inter cabinet meeting was held in 12 March 2008 and it recommended Public private Partnership (PPP) model for use of ICT in the school education system of India. When the whole world is facing difficulties and hurdles due to Covid -19 the ICT has become a boon for our education system.

1. Introduction

Schools use a diverse set of ICT tools to communicate, create, disseminate, store, and manage information. In some contexts, ICT has also become integral to the teaching-learning interaction, through such approaches as replacing chalkboards with interactive digital whiteboards, using students' own smart phones or other devices for learning during class time, and the "flipped classroom" model where students watch lectures at home on the computer and use classroom time for more interactive exercises.

When teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace.

Digital culture and digital literacy: Computer technologies and other aspects of digital culture have changed the ways people live, work, play, and learn, impacting the construction and distribution of knowledge and power around the world. Graduates who are less familiar with digital culture are increasingly at a disadvantage in the national and global economy. Digital literacy—the skills of searching for, discerning, and producing information, as well as the critical use of new media for full participation in society—has thus become an important consideration for curriculum frameworks.

In many countries, digital literacy is being built through the incorporation of information and communication technology (ICT) into schools. Some common educational applications of ICT include.

Pandemic of Covid-19 has a revolution in our education system. Offline classes have been changed in to online digital classes which are the transformation of traditional mode in to Information and

Communication technology. Uses of ICT have not changed our daily life it has enriched our education system also. Smeets(2005) has said that “ICT increases and enriches the quality of teaching learning process and makes learner independent and active forever”. Quilicks and Girassoly (2008) “use of ICT is increasing motivation and devotion to his studies and this platform has helped students to achieve their goals in easiest way”. NCERT, UNESCO and UNDP have launched INSAT for the inclusion of Information and communication technology in our education system. Ministry of Human Resource development, UNDP and Government are India are giving financial grants. First inter cabinet Meeting was held in 13 February 2008 to make a national policy of ICT uses in our school education system. Second inter cabinet meeting was held in 12 March 2008 and it recommended Public private Partnership (PPP) model for use of ICT in the school education system of India.

In the present scenario ICT has become the Spinal cord of our education system. When the whole world is facing difficulties and hurdles due to Covid -19 the ICT has become a boon for our education system this is the reason that researcher has decided to study the use of ICT in Aided and Non-Aided Schools of Kanpur Nagar.

2. Objectives of the study

1. To study the uses of ICT in Govt. Aided and Non-Aided schools.

3. Hypotheses of the study

1. Govt. Aided and Non-Aided schools do not differ significantly in uses of ICT.
2. Girls and boys do not differ significantly in uses of ICT.
3. There is no significant difference in uses of ICT among students of Science, Commerce and Humanities Stream.
4. There is no significant effect of ICT in academic performance of Students.

4. Sample of the Study

In the present study the researcher has selected 150 Students of Govt. Aided and 150 students of Non –Aided senior secondary Schools of Kanpur Nagar by Random probability Sampling Method.

5. Tools and techniques of the study

The researcher has prepared and standardized ICT questionnaire having 40 items based on expert’s opinions. And correlation stastics was used to analyse the item analysis and questionnaire was found reliable and having high validity to find out ICT uses in our school education system.

6. Statics Used

The researcher has used the Mean, S.D. and t- Test one-way ANNOVA test was used to analyse data of the study.

7. Result and Discussion:

Table 1: ICT uses by students of Govt. Aided and Non-Aided schools of Kanpur Nagar

Sample	N	M	SD	T Value	Significance level
Govt Aided Students	150	41.10	14.56	4.29	Significant at 0.01level of significance
Non-Aided Students	150	36.54	12.11		

It is observed from the above table that students of Govt. Aided and Non-Aided schools of Kanpur Nagar differ significantly in uses of information and communication technology. Use of ICT was

found more in Govt. Aided schools in compare to Non –aided schools. It may be Govt. Schools are getting financial aids while in non-aided schools are having their limited resources.

Table 2: ICT uses by Male and Female students of Govt. Aided and Non-Aided schools of Kanpur Nagar

Sample	N	M	SD	T Value	Significance level
Male	150	37.20	13.40	1.86	No significant
Female	150	38.84	12.93		

It is observed from the above table that male and female students of Govt. Aided and Non-Aided schools of Kanpur Nagar do not differ significantly in uses of information and communication technology because our society and educational have no discrimination on gender basis.

Table 3: ICT uses by students of Science, Commerce and Humanities Stream of Govt. Aided and Non-Aided schools of Kanpur Nagar

Source	df	SS	M.S.	F-ratio	Significance
Between groups	2	27387.69	13693.84	95.13	Significant at 0.01 level
Within Group	897	129109.8	143.93		
Total	899	156497.5			

It is observed from the above table that students of Science, Commerce and Humanities Stream of Govt. Aided and Non-Aided schools of Kanpur Nagar differ significantly in uses of information and communication technology.

Table 4: Effect of ICT in academic performance of Students

Sample	N	M	SD	t- Value	Significance level
Students not using ICT	150	273.2	67.38	22.42	Significant at 0.01 level
Students using ICT	150	359.5	45.86		

It is evident from the table that students using and non-using ICT differ significantly on their academic performance. Mean score of ICT using student was found more than that of ICT non using Students. It is interpreted from the analysis that use of ICT directly effects the academic performance of Students of Govt. Aided and non- aided schools of Kanpur Nagar. **Jiyamini (1991)** has also found that Students studying with computer assisted instruction achieved more scores in compare of non-CAI. **Jakaria, Watson and Edward** also concluded use of web materials positively effect on the quality of education. **Levonen and others (2006)** found that ICT functions as a software to achieve the goals.

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