

Problems of ICT uses in the Rural Colleges of North 24 Parganas

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"Education is the most powerful weapon which you can use to change the world"

-Nelson Mandela

Abstract:

ICT (Information and Communication Technology) is a generic term referring to technologies, which are being used for collecting, storing, editing and passing on information in various forms. Rural Information and Communication Technology Centers (ICT Centers) play an important role in rural development through improving e-governance in rural areas. ICT in modern day life in education field. It has a good challenge to future. ICT has great potential for enhancing teaching and learning outcomes. This paper tries to attempt Problems of ICT uses in the rural colleges of North 24 parganas. There are so many problems lack of student's interest, financial matter of institution, Electrical power related problem, poor remuneration of teachers, poor infrastructure, Lack of qualified ICT personnel, cost of equipment, Teachers training curriculum are discussed in this study.

Keywords: ICT, Problems of ICT.

1. Introduction:

Once a day upon the country's education system is totally depends upon the books, testimonials and selective notes. In that days the invention and exploration of research things is to be prevailed very difficult. so various inventions are to be explored very neglected. Students are to be passed in very difficult situations. In nine tenth century the computer is to be discovered fortunately. An day and day technologies are very well growing to community to help the invention of various education-oriented things. Now a day ICT to be invented to help the learning system very fast and precisely. ICT is useful in education; for digital literacy and developing all kinds of resources; in infrastructure development; in logistics management; in healthcare; for livelihood generation and empowerment of masses; for e-governance; in administration and finance; specialized business and industrial uses; agricultural uses; in research and development and for economic growth and poverty alleviation. While using ICT in education has some obvious benefits, ICT also bring challenges. First is the high cost of acquiring, installing, operating, maintaining and replacing ICT. While potentially of great importance, the integration of ICT into teaching is still in its infancy. Introducing ICT system for teaching in developing countries has a particularly high opportunity cost because installing them is usually more expensive in absolute terms than in industrialized countries whereas, in contrast alternative investments are relatively less costly.

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2. Use of ICT in the 21st Century Classrooms:

The field of higher education has been affected by ICTs, which have undoubtedly affected teaching, learning and research (Yusuf, 2005)¹. ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998²; cited by Yusuf, 2005). Contemporary ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of the affordances of these technologies (Oliver, 2000)³. The use of ICT will not only enhance learning environments but also prepare next generation for future lives and careers (Wheeler, 2001)⁴. Changed pool of teachers will change responsibilities and skill sets for future teaching involving high levels of ICT and the need for more facilitative than didactic teaching roles (Littlejohn et al., 2002)⁵. Students using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools (Reeves & Jonassen, 1996), the influence of the technology on supporting how students learn will continue to increase.

3. Need and Importance of ICT:

Teachers have been conscious about the quality of their teaching. To enhance the quality, some teachers use teaching aids, like, charts, models – static & working, specimen, slides, etc. because teachers are given training both in preparation and use of Audio-visual Aids. It is a known fact that majority of schools do not have appropriate teaching aids related to the school content. So teachers have no facility to use A – V Aids during teaching. The use of A – V Aids get further restricted due to unmotivated persons becoming teachers. It is realized that the need of improving quality of education through the use of Television wherein most competent teacher teaches the topic with the help of most appropriate teaching aids. This helped in improving the quality of teaching in schools having no teacher to teach the subject, less competent teacher, schools having poor or no facility of teaching aids, etc. Programmes offered through television were produced by different State Institute of Educational Technology (SIET) in different languages. Even the Video Instructional Materials were produced and made available to teachers; still majority of schools did not make use of them. Some of the reasons were no facility of TV and VCR, no electricity, TV and VCR not in working condition, not incorporated in the time table, lack of initiation on the part of teacher and Principal, etc. Along with A – V Aids, the print

¹. Yusuf, M.O.(2005) Information and communication education: Analyzing the Nigerian national policy for information technology .International Educational Journal, 6(3) : 316-321

²Lemke , and Coughlim E.C. (1998). Technology in American schools Available: www.mff.org/pnbs/ME158.pdf.

³ Oliver,R(2000) Creating Meaningful Contexts for Learning in Web-based setting. Proceeding of Open Learning 2000 (Pp; 53-62). Brisbane: Learning Network, Queensland.

⁴ Wheeler,S.(2001) Information and communication technologies and the changing role of the teacher Journal of Educational Media,26(1):7-17.

⁵.Littlejohn, A., Sucling, C., Cambell, L. and McNicol, D.(2002) The amazingly patient tutor: students' interactions with online carbohydrate chemistry course. British Journal of educational Technology, 33(3):313-321.

media has to go a long way in improving the quality of teaching and learning. At present, the Print Instructional Materials used in different Programmes offered by Open Universities are in Module format. All above mention efforts could not improve the quality of teaching to the level of satisfaction of teachers, students, parents and other stakeholders. Search is on for most effective tools to be used by teachers for quality education.

4.Objectives of the Study:

- To find out Problems of ICT uses in the Rural colleges of North 24 Parganas.
- To there are different problems that prevent the successful implementation of ICT in rural colleges.

5. Methodology:

The researcher study on problems of ICT uses in the rural colleges of north 24 Parganas. The researcher after the study he wants to measure the problem uses of ICT. The research purpose the researcher selects an area for dada collection. The researcher collected data 50 student from Gobardanga Hindu College and analysis the dada qualitatively method. The researcher selected 20 close ended questions measure the problems uses of ICT. The researcher analysis the qualitatively data.

a. Population:

The researcher selected specific area for data collection. The researcher selected 50 students response from Gobardanga Hindu College are selected as population about problem uses of ICT. The researcher collected data randomly from the institution. For the researcher work the researcher can manipulated the samples which are elected from population.

b. Sample:

The researcher had collected 50 student response from the college .and based on the total population the researcher will select 20 response as a sample. The sample are chosen as randomly. After selection the sample the researcher analysis the content.

c. Tools:

About the study the researcher making a tool which help to the researcher to identify the category of the research work. The researcher questionnaire tool is used here on the basis of questionnaire researcher making the tools. On the basis of tool questions are formed. The formed questionnaire distributed to the students and taking pupil feedback.

6. Survey Conducted/ Data Collection:

The researcher selected specific area for data collection. The researcher selected 50 student's response from Gobardanga Hindu College are selected as population about problem uses of ICT. The researcher collected data randomly from the institution. For the researcher work the researcher can manipulated the samples which are elected from population.

7. Analysis of Collected Data:

The researcher has identified the topic to determine the problems of ICT uses in the rural colleges of north 24 parganas. The researcher had selected 50 populations from Gobardanga Hindu College. The researcher has selected on randomly method. The researcher chose seven several questions from the sample and individually analysis.

- 1) At question number 5 the researcher asked to the students does had virtual classroom of their institution? The most of the 80% students replied NO. Because after the collection of data. the researcher analysis that, the institution had sufficient teaching Aids but the Students are not interested about that virtual lesson. Some students are not focusing their attitudes on that object. So, this is the main problem of ICT.
- 2) Next on question number 7, the researcher analysis that the students are more use of technology, so they could not relate what they learn. The researcher found that most of the user of ICT in education the student where biased. So, this is another problem of ICT in rural colleges. The most of the 60% students disagree about this opinion.
- 3) The researcher analyzed another question and he had found that the institution has one computer room. But the all students are not allowed in that room. Most of the 70% students disappointed about these situations. So, lack of classroom of the institution the students are not interested on ICT programmed so that is the black side of ICT.
- 4) On another side the researcher found the ratio of the institution. the researcher defined that has no insufficient teaching aids, which is needed for the students. The researcher defined that most of the 90% student's lack of intensity of those institutes when the students had interested. But there are not sufficient infrastructures of their needed.
- 5) The next on the researcher analysis that the institution situated in rural area so the during the bad environment moment cut of electricity. So, there are main problem of insufficient service of electricity. So, most of the students are disagree about this question. The 60% students had been suffering those problems.
- 6) Next on the students are more flexible on internet but they don't know how they use. They do not define the proper way use of ICT in education. So, this is the main problem of ICT. above 70% students define the ICT problems in education
- 7) At the end of the question the researcher found that most of the students live in village. They're for economic condition is very low. Some of the students live in below poverty level. So, they did not bear the cost of education of the students. So, during the ICT teaching or learning is the dream of those parents. So, this is another problem of ICT in higher education system.

At the end of the analysis the researcher had define that most of the students are not interested in ICT learning. Because they were focusing of those problems, so that are the same problems of ICT in rural area of north 24th parganas.

8. Delimitations of the Study:

The end of the research works the researcher has find out the delimitation of the work. The researcher points out the delimitation in bellow:

- The study limited only in Gobardanga Hindu College.
- The researcher has collected the data from the only one area.
- The researcher only focuses on the problems of ICT in higher education.
- The researcher does not analysis the solution of problems.
- The researcher used only qualitative method on research.

9. Conclusion:

The adoption and use of ICTs in education have a positive impact on teaching, learning, and research. ICT can affect the delivery of education and enable wider access to the same. Whatever happens ICT is considered as a mainstream in higher education. ICT are being used in many areas such as developing course materials, delivering content and sharing content, communication between learner teacher and outside world.

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