Research Paper

Advantages and Difficulties of ICT Incorporation in Teaching an Analytical Perspective

Dr. Tanuja Bhat
Assistant Professor
Department of Advanced Educational Research and Teachings of Educational Foundations CSJM University Kanpur, U.P.

ABSTRACT
This article describes some benefits of implementing ICT in classroom, particularly within the area of joint and self-managed learning. However, implementing ICT in classroom is not an easy and simple matter. There are many issues which should be addressed. Those issues range from the school culture, teachers barriers, finance, leadership, curriculum, and ethical issues. This show shows a little advantages of executing ICT in study hall, mainly inside the region of area leaning and self-guided knowledge. Executing ICT in homeroom isn't an easy and clear-cut issue. There are many issues which should to be tended to. Those issues increase from the school culture, educators' hindrances, money, plan, instructive plan, and ethical issues. Those issues are skilled by both created and creating nations. This moreover invalidates an unlimited option that creating nations experience a greater number of hindrances for executing ICT than created nations.
KEYWORDS: *ICT, online teaching, education,*

I.   INTRODUCTION

In recent times, the development of ICT slowly replaces the conventional teaching pedagogy. Face to face classroom interaction is getting replaced by on-line communication, conventional white or blackboard is getting replaced by interactive whiteboard and books or in print resources is getting replaced by on-line resources.

ICT is the study, design, development, application, implementation, support or the. Management of computer-based information systems. The term is commonly used as a synonym for computers and computer networks, but it also encompasses other. Information distribution technologies such as television and telephones.

It is supposed that skill can bring our education sector from the Dark Age to the light age. This is because the implementation of ICT in schools can bring about some possible benefits. However, to obtain those benefits we have to overpower its vast difficulties. These difficulties may vary from school to school, from region to region, and from country to country. It is conventional that modernism can bring our training part from the soft age to the light age. This is on the basis that the usage of ICT in schools can achieve some expected compensation. However, to get those advantages we need to overcome its huge challenges. These challenges may change from school to class, from setting to region, and from nation to nation.

It is regularly fixedly accepted by the creating nations that the most basic indispensable of building well-off countries is automatic entrée, abilities, and administrations. We frequently likely that what makes the created nations created is on the grounds that they have great innovative access, aptitudes, and administrations. This makes many creating nations see and appreciate what the shaped nations do with their modernism.

In all reality, not just we as the creating nations face troubles in incorporating ICT into our schools area, yet in addition the created nations. In certain regards, we have share comparable troubles; however in some others we face various challenges.

The above marvels will be the primary conversation in this demonstrates. The conversation in this paper is separated into four primary parts. The initial segment covers the conversation of the advantages of ICT in educating and learning territory. The subsequent part covers the conversation of the troubles in western nations. In third part a few instances of ICT execution in western and eastern nations will be talked about. The last part covers the hierarchical matter in executing ICT.

This study utilizes not obligatory information as the basis of its discussion. The use of optional information in this discussion brings an advantage. The consumption of support information permits us to make a side track investigating what dissimilar specialists have discovered, looking into their discoveries to see the whole picture of what they have found.

The Potential Benefits of ICT

ICT can give an impressive advantage in supporting learning. By utilizing innovation in their learning, the understudies can be dynamic students. They will know about what data they need, why they need it, and how they can get that data. A functioning learning permits the understudies to choose when they require specific data and whether they have just perceived that data or not. This dynamic adapting likewise suggests an autonomous learning. By approaching web in their school the understudies won't thoroughly rely upon the instructors. They can investigate data accessible in the web, discover data that they need, duplicate it, and proceed to discover increasingly more data. By utilizing this learning framework, the understudies likewise becomes self-guided in their learning cycle. Industries across all sectors can control the power of information and communication technology. It is well known these days that the use of ICT in education adds a lot of value to key learning areas like literacy and numeracy. The benefits of ICT in teaching and learning, for case, include the development of new; innovative ways to act together and communicate with students, higher commitment rates, faster learning and improved teaching methods.ICT likewise can give an approach to dynamic and collective learning. By utilizing web our learning isn't restricted to the school hours, demographically where we are, and who our instructors are. We can get to web whenever and anyplace. E-learning permits the understudies to get data quicker from all over and whenever. Innovation additionally empowers us to cross as far as possible. Provincial understudies can get to data from metropolitan zones, get data and offer information with different understudies or instructors in a similar region or even various nations. Other than unique learning, ICT permits all the human parts of schools; the directors, overseers, instructors, IT facilitators, and the understudies to engage in the communitarian learning and shaping learning networks. By cooperating we can do what we can't do exclusively.

The most significant learning viewpoint in communitarian discovering that we need to accomplish utilizing ICT is intuitiveness and correspondence. Powerful learning happens when understudies are intelligently occupied with a learning task." Learning utilizing ICT is more than learning through retention. It permits the students to encounter their learning measures, being intelligent, appreciate and mess around with innovation. By utilizing innovation to help collective learning, there will be human-machine cooperation as well as human-human connection. Electronic learning setting, for example, permits the understudies to communicate with educators or different understudies intervened by machine.

ICT can lead us to meta-intellectual learning. By utilizing ICT in our learning we can figure out how to adapt instead of get familiar with a specific ability. By this we can be understand that learning new innovation and new information isn't more troublesome than learning old information/aptitudes. This comprehension is exceptionally crucial since numerous individuals fear learning new innovation since they respect that discovering some new information (new innovation) is more unpredictable and troublesome than the old ones. Habitually, in actuality we can locate that numerous new advancements are simpler to learn and to work than the old ones. The old wrong origination can be changed by executing ICT in our learning. There are two significant components inside meta-intellectual learning. Those are self-evaluation and self-administration. Having self-examination, the students can reflect and assess their own insight competency and advancement. Having self-administration, the students can design, select, and use learning techniques which they like to pick up information.

ICT can improve youngsters' education. As referenced by Adonis (2006, p. 16) the viable utilization of ICT can redesign the understudies' proficiency and numeracy. Microsoft word, for example, can persuade the youngsters to master composing expertise. They can appreciate and being energized composing numerous new words utilizing PC. It likewise can improve the kids' talking and listening aptitudes. This is on the grounds that they may work cooperatively with their friends, educators, and guardians/grown-ups. Those youngsters need to hear what others state to them and determine what they need to know. The kids additionally can build up their perusing aptitudes by perusing stories got to through web. In this way, ICT assumes a significant function in framework cycle to improve youngsters' education.

The utilization of ICT not exclusively can uphold the psychological advancement of the understudies yet additionally increment their inspiration to learn and their communication in learning. As confirmed by Davies and Birmingham (2002, pp. 19-20) recognize three advantages of utilizing storyboard program programming, kar2ouche, to help the understudies' learning on Macbeth character. Those three sorts of advantages are psychological, inspirational, and interactional preferred position. Intellectually, the understudies can retell what occur in the story without being told by the educators. Motivationally, they appreciate and mess

around with their learning cycle, so learning isn't excruciating and depleted. Internationally, they can work cooperatively with their educators and companions.

Organizational Development Issues for Implementing ICT

The use of ICT in growth programs supported by INGOs has, to date, been relatively ad hoc, with many examples of small initiatives or pilots but very few large-scale, sustainable, ICT-supported programs. The challenges include; reluctance of some teachers to teach ICT, lack of interest to teach ICT, lack of ICT literacy among teachers and pupils, lack of pedagogical knowledge and incomplete access to ICT amenities by most teachers and pupils to utilize ICT in training powerful, at that point we need to think about some authoritative angles. Those are the schools' way of life, the part of the pioneers, the choice of the product/equipment, the school sincerity or ethical issue, and school the board framework.

Many schools are dismissing the practice of ICT in light of the fact that there is a confuse between the schools' way of life and the presented programming/equipment. All the more significantly we need to understand the planned value which the schools need to converse to their understudies. The schools' locale will send away the happening to the new innovation if the presented modernism isn't well-suited with the schools' worth. All innovation encapsulates its own worth. Hence, a precise modernism which is prolific actualized in a specific school doesn't really will be effectively executed in different schools.

The directors are relied upon not exclusively to help the usage of ICT yet in addition lead their adherents in tolerating, learn, and actualize it in their schools. The directors additionally ought to be happy to get familiar with the presented programming/equipment. They should give models for the instructors how to acknowledge and become familiar with the new innovation.

Thought on the moral issue identifying with the utilization of innovation is additionally significant. Schools are viewed as the spot to develop moral honesty. The proposed ICT will be unmistakably dismissed if the schools respect that that ICT will imperil the schools' respectability. For example, web access will open up an open door for the understudies to copy or download obscene destinations. Consequently, before choosing to permit the understudies to utilize web, for example, the schools' chiefs ought to figure the moral code of utilizing web and PCs, including restricting the utilization of PCs to jeopardize others or spreading false data. The other significant issue is including the understudies to keep up the PC offices. Numerous understudies couldn't care less how to painstakingly work the PCs with the goal that it can last more. Indeed, even some of them take the part of the PCs. The schools should address this issue except if they should spend costly expense to purchase new PCs over and over.

The findings indicate that teachers had a strong desire for to integrate ICT into education; but that, they encountered many barriers. The major barriers were lack of confidence, lack of competence, and lack of access to resources

.The ICT execution ought to likewise be upheld by acceptable coordination and the executive's framework on the ICT application. Those are covering clear occupation specialization on who will be mindful to help instructors in class, screen the advancement of ICT in schools, or direct ICT preparing. This angle is significant since numerous instructors are hesitant to utilize innovation in class since they much of the time doesn't stall out with PCs in class. Handy components and mentality/ethos are two significant variables for viably actualize ICT in schools. The commonsense elements incorporate the administration and coordination, the time accessibility of instructors and understudies, the accessibility of innovation, adequate preparing and school uphold. Mentality and ethos factors spread the discernment and conviction of each school's part, and the schools' attributes.

The other significant authoritative improvement issue is school strategy that bolsters the utilization of ICT. OECD specifies that to help ICT there ought to be an adjustment in educational program and schools' authoritative structure. The customary educational plan cannot uphold ICT. It needs a key change in educational plan.

How Teachers can Work Hand in Hand with ICT?

ICTs are used in education in two general ways: to carry presented conventional educational practices (teacher-centric, lecture-based, rote learning) as well as to enable more learner-centric, 'constructivist' learning models.

ICT helps make easy the matter between producers and users by keeping the students efficient and enhancing teachers ability and ability nurturing a live contact between the teacher and the student through e-mail, chalk session, e-learning, web-based learning including internet, intranet, extranet, CD-ROM, TV audio . Executing ICT in class implies the instructors learn model.

ICT helps teachers to interrelate with students. It helps them in preparation their teaching, provide feedback. ICT also helps teachers to access with institutions and Universities, NCERT, NAAC NCTE and UGC etc. It also helps in effective use of ICT software and hardware for teaching – learning process.

Data observation and results:

Implementing ICT in schools, particularly many public schools also will offer some latent profit and difficulties. Implementing windows movie maker, for example, will provide some profit. Firstly, it can give confidence the teachers, the IT coordinators, and the students to get involved in joint work, help each other. Secondly, it can motivate the students to learn visually and auditory since the students can see as well as listen to its arrangement (the window movie maker). Thirdly, it can stimulate the students/learners to be original by creating eye-catching/interesting movie by their own. Fourthly, the students can feel the challenge of making their own movie, revise it, and feel eager when they can see that they can make brilliant movie.

The data were extracted based on the questionnaire prepared in which student's teacher's management person of school and parents were involved.

Difficulties	Student	Teachers	Parents	Management
Technological difficulties	30	32	11	27
Teachers' refusal	44	12	32	12
Financial difficulties	15	27	32	26
Students' refusal	22	32	22	24
School organizational issues	33	17	19	31

**Some potential difficulties on implementation of ICT**
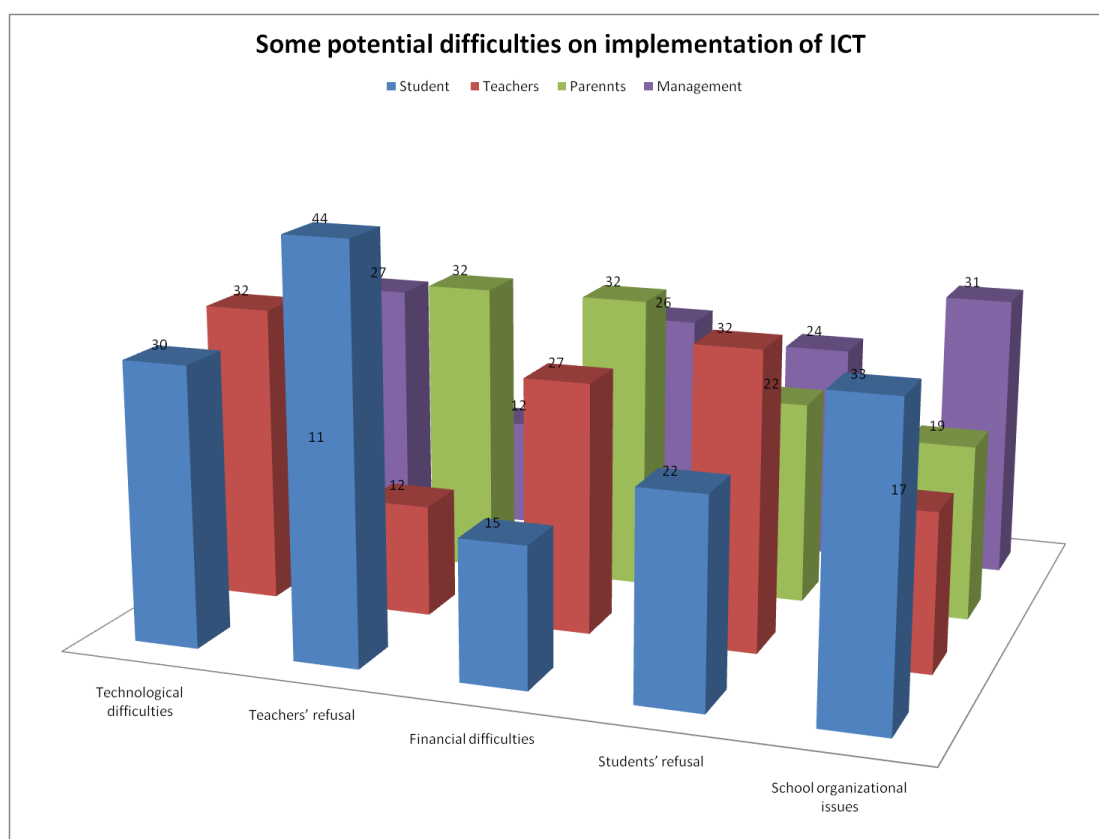
Technological difficulties:
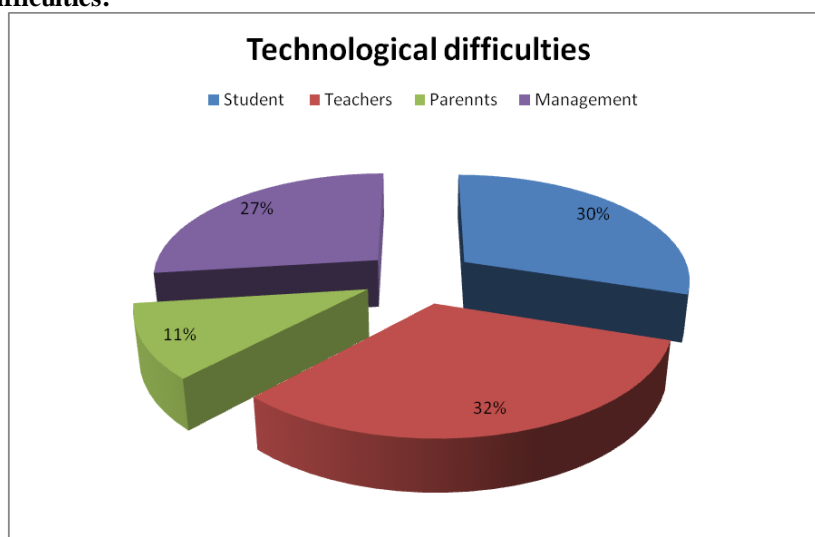
Many schools have only some old computers which work very slowly as a result the students become impatient and de-motivated in using computers. Moreover it takes long time.There is no maintenance. Many of the teachers only know how to work it. Many of them even do not know how to work it safely.

Teachers' refusal
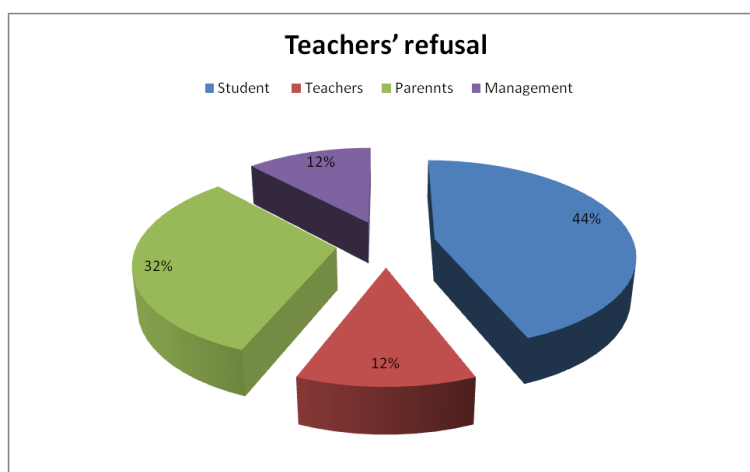
- Teachers are frightened of being humiliated if they do not know how to run a computers
- Many senior lecturers will keep their status quo, keep the conventional pedagogy, and control the junior teachers to discard the execution of ICT
- Teachers also may be frightened of being replaced by computers.
- Teachers may perceive that by using machine in their teaching, the teaching process will be too automatic, everything will be severely controlled and depend on computers/machines.

Financial difficulties
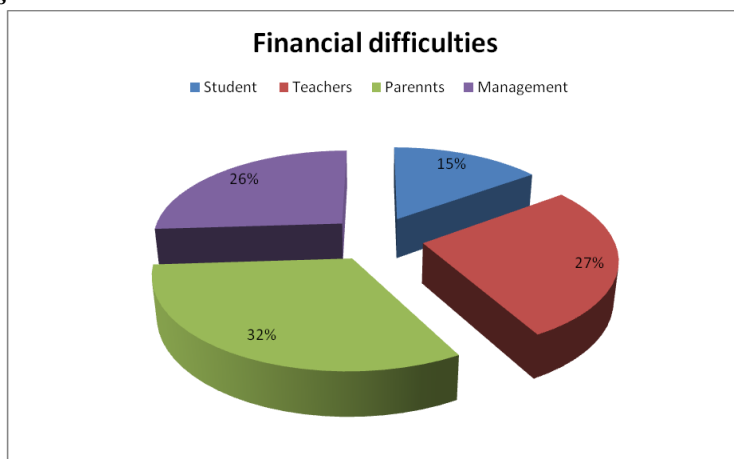
- Several public schools get only a small amount of financial support from the government. These schools are not able to purchase computers or run its maintenance.

Students' refusal
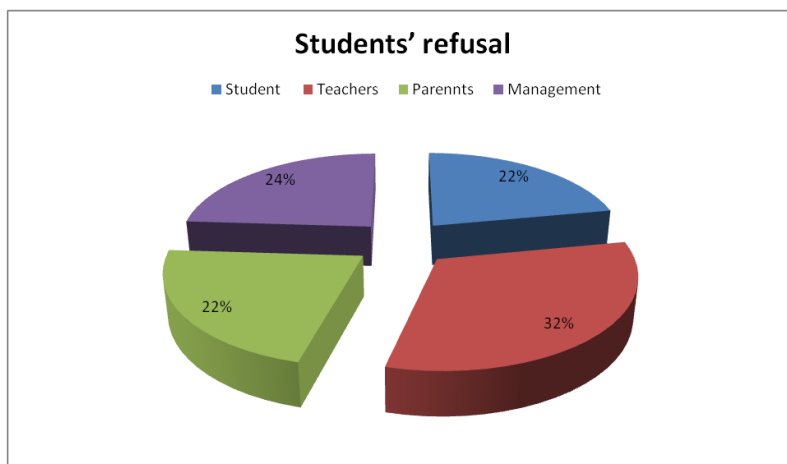
- Students are not having computers in their home that's why they used computers in schools.
- They also may find difficulty in getting access to computers at school for a only limited hours.
- Students say that learning windows movie maker is not their important subjects, so they are not serious to learn.

School managerial issues
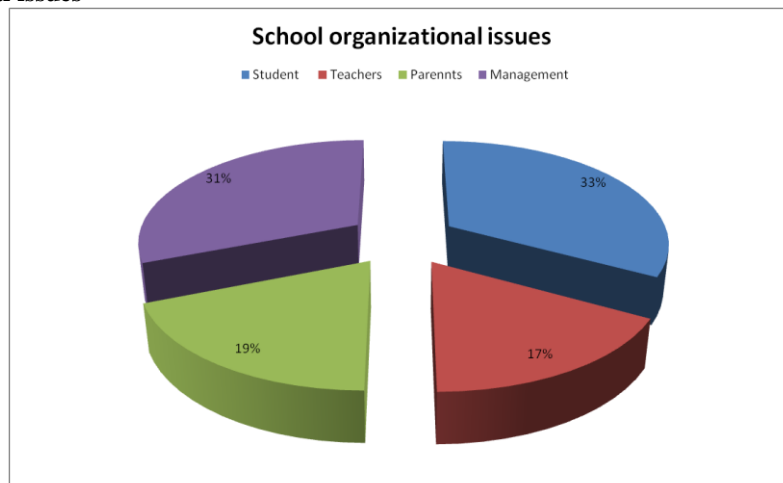
- Many schools' Teachers preferring traditional pedagogy
- Many computer Teachers are not ready to share their computer skills with the teachers because they are frightened that their teachers will be more proficient and replace them.
- Many schools think "technology is just a tool, and therefore schools are not using the Technology at all in the classrooms.

II.   CONCLUSION

Executing ICT in schools/teaching has several advantages and challenges. Each school has its own limitations relying upon its sound fundamentals. With and large the dilemma can be ordered into four sorts of limits. Those are automatic boundaries, educators' rejection, understudies' refusal, and helpless schools' novel framework.

To effectively execute ICT in schools need to think about several viewpoints. It will glow through a great transaction of time, energy, and cash if prior to actualizing it, we don't think about those angles. Those are the schools' way of life, pioneers, principles, and automatic management structure.

Under certain circumstances, information and communication technologies (ICTs) can significantly enhance poor people's human and social capabilities and have a helpful impact on their well-being.

REFERENCES

[1].   Abbott, J., &Dahmus, S. (1992). Assessing the appropriateness of self-managed learning. The Journal of Management Development, 11 (1), 50-60.
[2].   Albrini, A. (2006). Cultural perceptions: The missing element in the implementation of ICT in developing countries. International Journal of Education and Development Using Information and Communication Technology, 2 (1), 49-65.
[3].   Adonis, L., A (2006). Technology in schools. The British Journal of Administrative Management, 14-15.
[4].   British Educational Communications and Technology Agency (Becta), (2004). A review of the research literature on barriers to the uptake of ICT by teachers. Retrieved from http://www.becta.org.uk.
[5].   Copolla, E., M. (2005). Powering up: Supporting constructivist teaching with technology. Paper presented at the National Educational Computing Conference, Philadelphia, Pennsylvania.
[6].   Davies, C., & Birmingham, P. (2002). Using ICT to enhance the learning experience in the classroom. Education Libraries Journal, 45 (1), 17-19.
[7].   Elearningeuropa. Info (2005). The new learning paradigm in school education.Retrieved from http://www.elearningeuropa.info
[8].   Fleer, M. (1989). A cross-cultural study of the implementation of microcomputers into schools. Australasian Journal of Educational Technology, 5 (1), 1-13.
[9].   Hodas, S. (1993). Technology refusal and the organizational culture of schools.
[10].   Education Policy Analysis Archives, 1 (1), 1-23.
[11].   Huffaker, D. (2003). Reconnecting the classroom: E-learning pedagogy in US public high schools. Australian Journal of Educational Technology, 19 (3), 356- 370.
[12].   Internet ethics. (2006). Leadership for Students Activities, 34 (9), 4-6.
[13].   Lim, C., P. &Khine, M., S. (2006). Managing teachers' barriers to ICT integration in Singapore schools. Journal of Technology and Teacher, 14 (1), 97-125.
[14].   Marshall, S. & Taylor, W. (2005). Facilitating the use of ICT for community development through collaborative partnerships between universities, governments, and communities. International Journal of Education and Development Using Information and Communication Technology, 1 (1), 5- 12.
[15].   Monteith, M. (ed.) (2002). ICT: Teaching primary literacy with ICT. Buckingham: Open University Press.
[16].   Moodiel, P. (2007). Creating support and teacher relationship. Retrieved from http://www.icte.org/SA_library-index.html.
[17].   Moyle, K. (2006). Leadership and learning with ICT. Voices from the profession. Teaching Australia. Australia: Australian Institute for Teaching and School Leadership LTD.123 – Ict In Education : Its Benefits, Difficulties, And Organizational Development Issues
[18].   Newhouse, C., P. (2002). The impact of ICT on learning and teaching. Perth: Specialist Educational Services.
[19].   OECD, (2001). Learning to change: ICT in schools. Paris: Organisation for Economic Co-operation and Development On Choy, S. & Chi Ng, K. (2007). Implementing wiki software for supplementing on-line learning. Australasian Journal of Educational Technology, 23 (2), 209-226.
[20].   Phelps, R., & Kerr, B. (2004). Teachers and ICT: Exploring a metacognitive approach to professional development. Australasian Journal of Educational Technology, 20 (1), 49-68.
[21].   Rodrigues, S. (2002). Opportunistic challenges. Teaching and learning with ICT. New York: Nova Science Publishers, Inc.
[22].   Samuel, R., S. & Bakar, Z., A. (2006). The utilization and integration of ICT trends in promoting English language teaching and learning: Reflections from English option teachers in Kuala Langat District, Malaysia. International Journal of Education and Development Using Information and Communication Technology, 2 (2), 4-14.
[23].   Seele, J. (1986). Edtech and the review of efficiency and effectiveness in higher education. Australian Journal of Educational Technology, 2 (2), 129-138.
[24].   Tearle, P. (2004). A theoretical and instrumental framework for implementing change in ICT in education. Cambridge Journal of Education, 34 (3), 331- 351.
[25].   Uhomoibhi, J., O. (2006). Implementing e-learning in Northern Ireland: Prospects and challenges. Campus-Wide Information Systems, 23 (1), 4-14.
[26].   Yuen, A., H., K., Law, N., & Wong, K., C. (2003). ICT implementation and school leadership. Case studies of ICT integration in teaching and learning. Journal of Educational Administration, 41 (2), 158-170.