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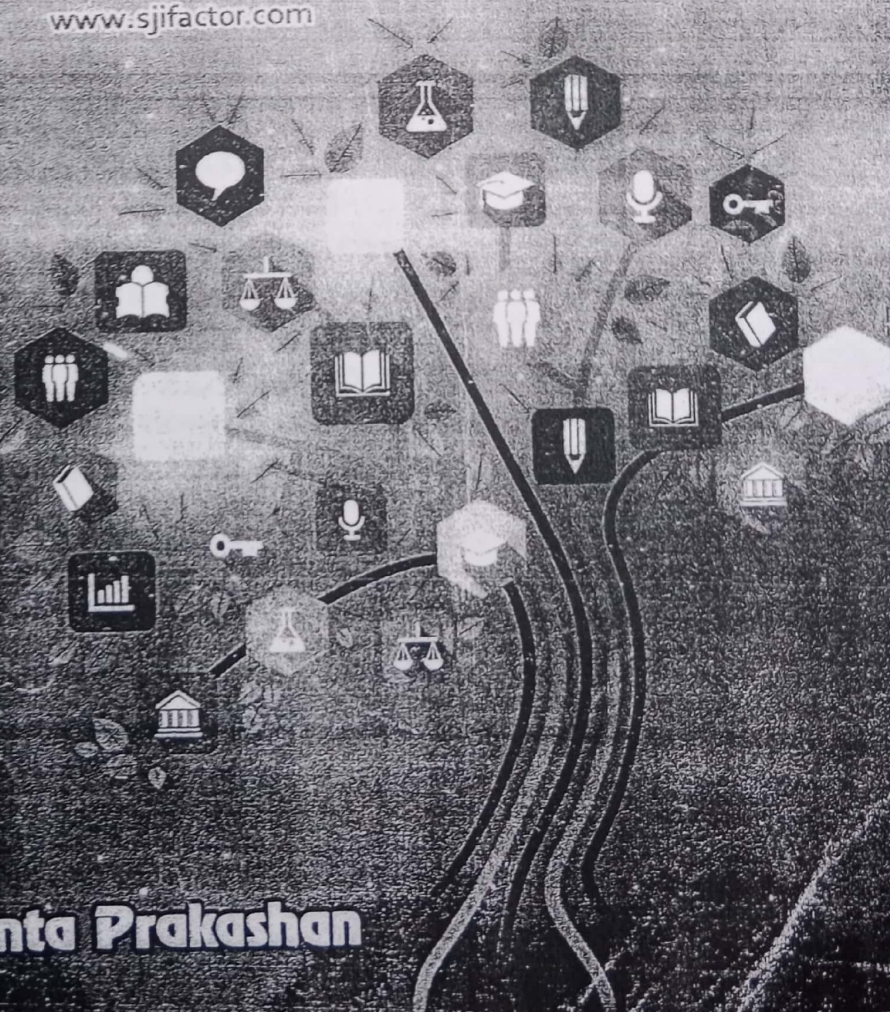
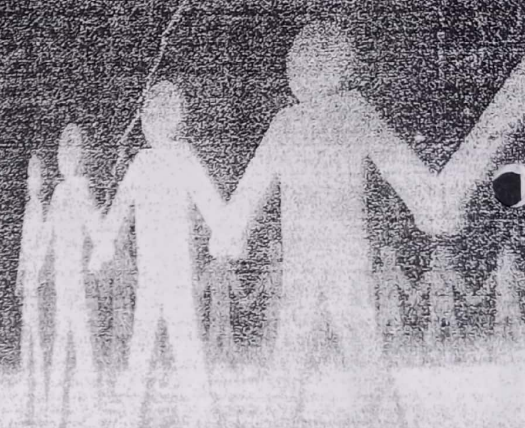
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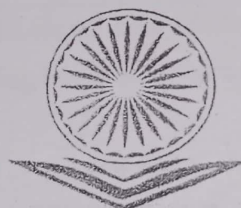
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23. Rural India and ICT in Education: A Overview

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Introduction

Information and Communication Technology (ICT) is used for the education sector. Education includes online, distance and part time education. ICT became commonplace entities all told aspects of life. Across the past twenty years the utilization of ICT has fundamentally modified the practices and procedures of nearly all forms of Endeavour among business and governance. Education could be a terribly socially minded activity and quality education has historically been associated with sturdy academics having high degrees of private contact with learners.

IT has become a nonsense whereas talking regarding technology and its applications. The use of ICT in education lends itself to a lot of student-centered learning settings. But with the planet moving quickly into digital media and knowledge, the role of ICT in education is changing into a lot of and a lot of vital and this importance can still grow and develop in the 21st century.

The hardware, software, the methods and know how required or used in acquiring, storing, processing and displaying data and information is known as Information Technology (IT) and Hardware, know how, programs and the methods used in ensuring that message transmitted correctly, efficiently and cost effectively are known as Communication Technology (CT). IT and CT started moving along and a replacement term was coined named as information communication Technology (ICT). Convergence of those 2 technologies gave birth to ICT.

In the past few years there has been a paradigm shift in info wherever teacher acts as a supporter during a student targeted learning. In Student targeted learning focus is on the student's desires, abilities, interests, and learning designs with the teacher as a supporter of learning. Students have to be compelled to move accountable participants in learning method. Teacher's key role within the whole method whereas just in case of ICT based mostly education, ICT tools are supplemented to make the teaching-learning process effective.

In AN increasing interconnected world, led to by the applying of technological advances to any or all sectors of society, quality education necessitates active and innovative exploration to maximize the benefits of ICT and develop and maintain the partnerships that use of ICT in education needs. This involves reconceptualising and restructuring the tutorial enterprise, so as to confront the technological challenges of this millennium. With fast changes among society and radical transformations within the method individuals acquire information, new teaching paradigms ar needed, ones that tune educational systems to modern times and ensure quality training for large numbers of persons.

Keyword: Information, Technology, Communication, NIRD

Objectives

The objective of this project is to get more information about education in rural India. In this paper focus is given on development of education level on the basis of ICT in Rural Community. Following ar the vital objectives which will uplift the agricultural education.

- To integrate various government self-employment training institute to work for the ICT education programmes.
- To create awareness for effective utilization of local resources for development of economic condition.
- To Develop Rural Knowledge Network to enhance the E learning capabilities among rural peoples.
- To produce a tested set of resource and training materials on concepts, issues and approaches to promote and realize the access of ICTs

Methodology

In order to reach the above stated objectives the study has covered secondary data. Which is collected from books, journals, websites, internet, etc?

Problems Faced in Rural Education in India

- Teachers of rural schools in villages and small towns receive low income so there is a possibility that teachers give less attention to children.
- Most of the schools do not have proper infrastructure. So they don't get most of the facilities like pc education, sports education and extra-curricular activities.
- There are no proper transport facilities so children don't like to travel miles to come to school.

- There is no excess to supplemental education.

Need For ICT Education in Rural Schools

The Indian Education System is one among the biggest in world. Planning and Management of ICT based education has primarily the matter of State and Central Government in this area. The large size and sophisticated structures across Indian States makes the matter of policy, planning and monitoring is highly complex. In order to enhance the standard and effective ICT education, planning and management is needed in-time and in a format conforms to the requirement of the user operating agencies at various administrative hierarchies. The complexities of the multi-level {decision making|deciding|higher cognitive method} process and management mechanism will increase thanks to wide geographical institutional network representing kind of faculty locations and endowment. Further thanks to the massive variation at school structures, endowment and availability of teaching learning resources, the matter become more complicated. ICTs are a doubtless powerful tool for extending instructional opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons like ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enroll on campus.

Anytime, anyplace feature of ICTs is that the ability to transcend time and house. ICTs modify asynchronous learning, or learning characterised by a break between the delivery of instruction and its reception by learners. Online course materials, may be accessed 24 hours a day, 7 days a week

Infrastructure Facilities

Infrastructure facilities are one amongst the necessary factors for the implementation of ICT programme in rural areas. Existing Infrastructure in colleges has to be improved for the triple-crown and unhampered implementation of ICT. Without proper infrastructure facilities like power, place of the center, connectivity and computer related materials and human support the programme will not success. So before begin the ICT education programme ought to make certain of these facilities.

This may need putting in a schoolroom equipped with digital display projector and facility for laptop mediate directions. Specifically such classroom must have:

- a. A projection or display device

- b. An interactive system
- c. Computer with UPS System

The Vision of the ICT for Education

ICT for education should more concern about upliftment of rural community in this connection the Vision is:

Integrated Development for Education and Economic Empowerment for Rural Students”

The integration ought to be think {about|focus on|target} rural life condition furthermore give info about urban areas academic developments. The ICT for education programme not solely give laptop education to rural students however conjointly it ought to give info on employment opportunities in numerous fields. The computer primarily based education can bare info on new technological developments from native to international level. It will be an honest approach perceive|to know|to grasp} to the agricultural students regarding the social and technological development of world conjointly they'll simply understand to attach with their rural life condition. This kind of ICT connected academic programme can give employment chance to laptop and different educated youths in rural furthermore as areas. Also it will facilitate to rural faculty students to know laptop connected coaching and wide information regarding recent developments in world.

Need Based ICT Education in Rural Areas

Due to numerous biological process activities in Education Department, rural colleges are rising its infrastructure facilities. But the event isn't uniformly all told rural areas; still rural areas are neglected from even basic infrastructure facilities. Though, government is providing ICT facilities to rural schools many of them are not working properly. The reasons such as, lack of accessibilities of the facilities by the beneficiaries, beyond the level knowledge of users and not full fill their needs or beyond their level of needs. Thus, whenever implement ICTs connected programmes within the rural areas, ought to be assess native conditions and priorities desires of rural students. The assessment of desires ought to be following the ways of dialogue, survey and discussion with beneficiaries in rural areas. First they need to know the 1000 advantages of the programme then solely it'll sustain in long run and perform effectively in rural areas.

Involvement of NIRD

The National Institute of Rural Development is Associate in Nursing apex body within the country for analysis, Training and Action Research in the field of rural development sector. It works as an autonomous organization, supported by Ministry of Rural Development, Government of India. It established in 1958, emerged as Centre of Excellence for analysis and coaching within the Rural Development. In addition to the present, it also involves in curriculum development, preparation of training manuals and training guidelines. In order to satisfy the target of widening the reach of Coverage of coaching, NIRD is envisaged to develop a distance learning component in Training Programmes. The distance learning mode will contain the introductory print material, some components of audio video materials, two ways video conferencing technologies, such initiatives have been taken by using ICT tools for the coaching and development within the field of rural education.

E-Learning Centers

Government IT Department has to setup ICT based E-Learning Centers in each and every Block in any one of the school either by self or some other NGOs. It will produce Associate in Nursing E-learning programme for making skill campaign within the rural areas and it's a classic example of the effective reach of technology in serving to towards the development of rural India. An E-learning Centre could be a place wherever the folks are instructed the way to scan and write by victimization visual and audio content. The ICT primarily based E-Learning system play a significant role in enhancing on line education for social and economic amendment in rural society. E-learning may be delivered anyplace, anytime, and can provide flexible models, such as just-in-time learning.

Challenges

Government Education Department has to take the hard decision on establishing at least 20 to 30 computers in each and every schools residing in all the rural blocks and panchayats. Infrastructure facilities are in one amongst the key challenges in rural colleges ICT Programmes, especially in internet connectivity. But within the initial amount, without internet connectivity also some training and information through computer can be provided with effectively in rural areas. Nowadays usage of CD (Compact Disk) isn't major costly and technical side. All the biological process programmes are written within the CDs and conjointly put in on computers. After that supported the quality program in rural colleges may be framed so educate students.

The second objective of linkages, at the govt coaching establishments for ICT Programme. The same CD methodology will be followed to the current Programme. All the sensible and theoretical works of the exports from the various fields needs to be collected within the CDs and show in faculties through computers. Here the challenge is laptop data of the instructors WHO ar operating within the faculties. So the instructors hand-picked should have basic data of varied technologies associated with development aspects.

Another major challenge is knowledge of the local resources and its utilization. The data on native resources will be noninheritable from elders within the rural areas and connected analysis establishments. historical events, books. But it should be compiled like a syllabus and provide information to students. It ought to be easy and comprehensible to all or any students.

Finally, the vital side is involvement and interest of academics, education department and the end user of the student community in rural areas. These 2 things will achieved through continuous motivation and supply higher awareness concerning the importance of the ICT Programmes. Another major challenge is observation and analysis of the general Programme. This needs to be done by the priority faculty Education Department. The government will be appointing appropriate persons to observe the ICT Programme in faculties. But the person ought to have higher data on everywhere the Programmes like laptop talent, technical knowledge on various fields, and knowledge on local resources and its management. Since ICT is unaccustomed rural areas it'll be acceptable to determine institutional networks at council level to facilitate in-service coaching of academics and council officers like Block Education Officers to confirm best utilization of ICT resources. State institute of education and coaching may offer leadership at the state level {which will|which may|which might} have network with districts and district level lead institute can develop network with council level. These establishments, if provided with adequate funding and professionally trained staff, can effectively take responsibility of capacity building at different levels to ensure absorption of ICT inputs.

Conclusion

Through this conclusion of the position paper would like to emphasize that in the national policy of ICT for education, the policy makers paid more attention in rural areas and its student education standard while implementing ICT for education programme. It is an excellent chance to rural students to boost their academic, employment and data on world technological developments.

Quality in education through ICT and its awareness among stakeholders can have positive impact on the society. ICT will be useful in quality and standards of education by implementing it in numerous phases of education.

Teacher needs to adapt continuous skilled development within the academic uses of technology. In this sense, teachers have to be ready to make use of the possibilities that ICT offer, such as different learning contexts, focused on the students, presenting them with several sorts of interaction, providing totally different degrees of management of their own learning, adapting to their personal interests, promoting cooperative tasks and developing autonomy in their work and study .

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