Key Challenges in Integrating ICTs in Education in Telangana State

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Abstract

The Government of Telangana had announced the first (Information & Communications Technology) ICT policy in May 1999 followed by the second policy in June 2002 and third policy in March 2005 for promoting the growth of Information Technology (IT) sector, generation of employment, augmenting the Gross State Domestic Product (GSDP) and for overall socioeconomic development of the State (Rathna Prabha 2010). Telangana has witnessed high growth in IT sector in the past one decade, due to the proactive initiatives taken by the Government in terms of creation of state-of-the-art physical infrastructure, provision of basic amenities such as roads, water, sewerage and power to the doorsteps of IT Layouts, availability of large English speaking and technical talent pool lower cost of operation and innovative e-Governance programmers. However the use of ICT is very in schools and Higher education In Telangana. Hence in the present study an attempt is made to discuss the different challenges that are faced by the educational institutions in Telangana in the usage and utilization of ICT.

Key words: ICT, Telangana State, IT, Higher education

Introduction

Digital literacy, the effective and creative use of ICT, is key to developing the skills for learning, life and work needed by young professionals in the modern world (Buckingham 2008, Frissen 2008, Heddon and Silverstone 1992, Heddon 2006). Primary education must find new ways of thinking about how to use Information Communication Technology so that it is at the heart of teaching and learning - not using
computers to do the same things more efficiently, but changing the process of learning through digital media (Hollway 2001, Jenson et al 2008, and Lim et al 2008).

**Methodology**

Literature survey was made. Case studies were conducted in the educational institutions of SPSR Nalgonda district and data was collected and presented in the discussion.

**Discussion**

It was found that there are schools after receiving technical equipment also not used equipment properly due to negligence and irresponsibility equipment was not fitted and not given to reach target fixed by the government.

It was found that lack of training and lack of technical knowledge making users difficult to make use of the given equipment and thereby causing drastic down fall in the quality education.

The basic problem was found that head of institution does not know how to make use of computer technology for making understanding the other subjects. There is no observation from the government officials how the computer education was implemented in schools Education. No verification was made on syllabus framed for teaching.

For observation of ICT Usage and utilization, government has decided to recruited additional staff specifically observing infrastructure and syllabus and results.

**Recommendation**

In view of the findings derived from this study and the conclusions arrive from them, the following recommendations for policy and practice are presented. They are mainly related to strategies that can be implemented by policy makers to ensure the success of ICT usage in education institutions.

The Government of Telangana come together its efforts and resources to get maximum results by appointing one governmental institutions to be accountable for ICT policy formulation, implementation, and assessment, instead of scattering
resources and efforts as is currently happening between several agency. The government may use a range of methods to give confidence teachers to use ICT in their teaching to ensure equal learning opportunities for all students.

The government should give schools more power and autonomy to manage and run themselves and that includes economic matters. This study recognized a need for more training opportunities. Therefore, the Government of Telangana should ensure that all teachers be given adequate training. Training should not only focus on basic of ICT skills but should also present methods for integrate ICT in teaching and learning. In addition, training should be in the form of incessant professional growth courses with flexible training hours as well as in Primary and secondary education training.

In Web-based learning, technological standardization of content has also become a urgent issue. Standardization allows similar applications to share content and learning systems. Specifications in content, structure, and test formats are future so that interoperability may exist between different management systems, ensuing in some cost-efficiencies.

The ease by which Web-based educational contented can be stored, transmitted, duplicate, and modified has also raise concerns about the defense of intellectual property rights. For instance, is intellectual, property rights dishonored when lectures transmit over the television or on the Web incorporate pre-existing materials, or when students record educational broadcast on tape for later viewing?

While schools and universities may already have agreements that expressly authorize the use of certain materials for classroom purposes, these agreements may not be broad enough to accommodate telecommunications transmission, videotape recording, or the distribution of course-related materials beyond the classroom setting.

References


