Information Communication Technology Integration in Education

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Abstract: ICT can be used as a tool to provide high quality educational content for the schools in remote areas. Education of socially disadvantage group is always a challenge for the developing country. The importance of such kind of technology is a need of present scenario. ICT integration in education can provide better environment for those who are not in the main stream of society and geographically distributed students. ICT also allows the academic institutions to reach disadvantaged groups and new international educational markets. ICT increases the flexibility of delivery of education so that learners can access knowledge anytime and from anywhere. Thus, ICT- supported learning can act as a catalyst of education. It also leads to the democratization of education. Various ICT products such as, teleconferencing, video calling, audio cassettes and CD ROMs can be used in education for different purpose. ICT provide a unique platform to all type of learner and it has a great impact in the era of modern educational development.

Keywords: ICT, socially disadvantage group, learner and ICT products.

I. INTRODUCTION

Technology – specifically ICT – has played a central role in young people's rise to prominence on a global scale. It has helped them mobilize, collaborate and given them a voice where there was none before. It has brought them together in response to social concerns. It has connected them across vast geo-political barriers. It is also an important element in promoting social justice in terms of educational quality in rural and remote areas, where teachers tend to be less qualified than their urban peers and less well-resourced and supported.

ICT, effectively in an empowering and emancipatory means toward the achievement of meaningful educational and professional outcomes. [1] Succinctly states, the issue is not just access to ICT, but rather the availability of services, technology fluency, motivation, and opportunities to learn. IT support seems to be a valid solution to upgrading skills in rural areas and enhancing the competitiveness of, especially, the smaller and more vulnerable enterprises. The graph (**Figure 1**) given below shows the internet users by age and by development 2011 by developed, developing countries and word population (in billions) for using internet and for not using internet.

Table (1) Internet users by age and by development 2011

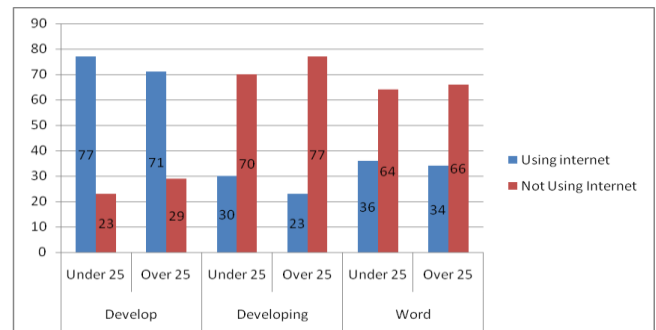|		Using internet	Not Using Internet
Develop	Under 25	77	23
	Over 25	71	29
Developing	Under 25	30	70
	Over 25	23	77
Word	Under 25	36	64
	Over 25	34	66

Figure (1) Internet users by age and by development 2011

II. E LEARNING HAS THE FOLLOWING ADVANTAGES

1. Eliminating time barriers in education for learners as well as teachers [2, 6].
2. Eliminating geographical barriers as learners can log on from any place [3].
3. Asynchronous interaction is made possible leading to thoughtful and creative interaction [4].
4. Enhanced group collaboration made possible via ICT [5].
5. New educational approaches can be used. [6].
6. It can provide speedy dissemination of education to target disadvantaged groups (UNESCO, 2002; Chandra and Patkar, 2007).
7. It offers the combination of education while balancing family and work life [7].
8. It enhances the international dimension of educational services [7].
9. It allows for just in time and just enough education for employees in organizations [7].
10. It can also be used for non-formal education like health campaigns and literacy campaigns [7].

III. INVESTMENT IN ICTs – LIMITS

• Problem of profitability
1. Cost of software, maintenance and renewal.
2. Cost of "under-utilization" of the software, i.e. more equipment available compared to the needs of the enterprise.
3. Cost of staff development (training) programmers.
4. Cost generated by the modification of organizational structures.
5. Cost related to the rate of the innovations (18 months).
6. Not easily quantifiable profitability.

• Complementary investments
1. Research and development.
2. Staff training.
3. Commercial, organizational and logistic structure.

IV. CONCLUSION

The ICTs have the capacity to improve the quality of life of disadvantaged social groups by facilitating their independence within the community and by opening new possibilities of access, participation and socioeconomic integration. The exploitation of this potential implies the adaptation of new technologies to the needs of the people. Similarly wider availability of best practices and best course material in education, which can be shared by means of ICT, can foster better teaching. However there exist some risks and drawbacks with introducing ICT in education which have to be mitigated. ICT-supported learning is an important tool that can contribute to the social cohesion of the society. Often, socially disadvantaged groups are not always considered as part of this equation. In particular, as far as the disabled people are concerned, the issues of 'skills divide' and 'digital divide' need to be reconsidered in order to identify the specific needs and assess the adaptability of this social group in this new form of learning.

V. REFERENCES

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