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### RESEARCH ARTICLE

#### EDUCATION AND ICT : INTEGRATION FOR THE DEVELOPMENT OF ONE'S PERSONALITY.

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#### Abstract

Education means all round development of child. The most important function of education at any level is to develop the personality of the child and the significance of his life to himself and to others. Unfortunately, our education system emphasis too much on cognitive development, thereby missing other skills as innovation, creativity, initiation, self-reliance, communication and collaboration. Education is even more critical today, in the face of economic, environmental and social challenges. Today's children can meet future challenges if their schooling and informal learning activities prepare them for adult roles as citizens, employees, managers, parents, volunteers and entrepreneurs. The integration of ICT with teaching-learning process provide platform for children to develop a range of skills and knowledge so as to achieve their full potential as adults. This paper focuses on integration of education with ICT for enhancement of personality. The global expansion of ICT in education has ushered in growing concern about its effectiveness to improve the quality of instruction and to improve overall student outcome measure. Teacher, researcher and educational authorities are often reporting creative ideas and examples of the potential values of ICT to make learning enjoyable and its essential role in development of personality. The exploitation of new digital technologies in education can help children develop their key competencies and personalities in effective, authentic and attractive ways.

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#### Introduction:-

“Education is the great engine of personal development.” - Nelson Mandela

The wise words said by him depicts that education is powerful and effective thrust of human life. This contributes in the development of individual and society, both. Its functions are multidimensional. According to **Pt. Nehru**, “education is expected to effect balanced human development, prepare children for doing beneficial tasks for the society and take part in collective life.” There are numerous functions of education as individual development, acquisition of skill, transmission of cultural heritage, national development etc. However, the chief function of education is to effect individual development . Development of individual through education includes development of innate powers, development of personality, preparation for life, practical knowledge of work etc. Education helps in the enhancement of personality which covers physical, mental, social, religious and moral development is absolutely necessary in order to beget success in life. When personality development takes place in the context of

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educational institutions, it refers to the methods, programs, tools and techniques that support human development at the individual level in improving ;

- ❖ Self-awareness
- ❖ Self-knowledge
- ❖ Improving skills and learning new ones
- ❖ Developing strength or talents
- ❖ Identity or improving potential
- ❖ Improving social abilities

Information and Communication Technology (ICT) is that tool and technique which has become within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering basic skills and concepts of ICT as parts of the core of education alongside realization of personality in a competitive, global environment. ICT will increasingly be at the centre of the education process. ICT offers new and creative ways to combine classroom experience, home learning, global outreach and connectivity of students and teacher to the burgeoning world of online learning. Classrooms everywhere, from primary schools to higher education, will be dramatically transformed in exciting and enriching ways. Due to the widespread applications of ICT in all human activities, the ICT education and education through ICT allows all key competencies to be involved and developed.

#### **Education and ICT:-**

Modern age is the age of Information and Communication Technology. 21<sup>st</sup> century is said to have experienced a communication revolution. At the centre of this revolution are communication technologies. In a relatively short period of time, ICT skills have become as fundamental to living a full life as being able to read, write and compute. However there appears to be a misconception that ICT is generally refers to '*computers & computing related activities.*' Pelgrum & Law (2003) state that near the end of the 1980's, the 'computers' was replaced by 'IT'(Information Technology) signifying a shift of focus from computing technology to the capacity to store and retrieve information. This was followed by the introduction of the term 'ICT' (Information & Communication Technology) around 1992, when e-mail started to become available to the general public (Pelgrum, W.J.Law N.2003). Broad definition of ICTs includes computers, the internet, telephone, television, radio and audio-visual equipment. It can be explained further ICT is any device and application used to access, manage, integrate, evaluate, create and communicate information & knowledge.

Education is a very socially oriented activity. The use of ICT in education tends itself to more student-centred learning settings. It has the potential to innovate, accelerate, enrich & deepen skills, to motivate and engage students in educational institutions. Policymakers widely accept that access to Information and Communication Technology (ICT) in education can help individuals to compete in global economy by creating a skilled work force and facilitating social mobility. They emphasize that ICT in education has a multiplier effect throughout the education system, by enhancing learning and providing students with new sets of skills, by reaching students with poor or no access (especially those in rural and remote regions), by facilitating and improving the training of teachers and by minimizing costs associated with the delivery of traditional instruction. Modern ICT has its potential in :

#### **School education:-**

- ❖ It helps in moving from a predetermined set of outcomes and skills and foster intellectual creativity, rather passive users.
- ❖ Enable students to develop explanatory reasoning and other higher order reasoning.
- ❖ Enable students to access sources of knowledge and interpret them.
- ❖ Promote individual learning style.

#### **Revitalising skills of in-service teachers:-**

- ❖ Create a system of life-long professional development and support, especially for teachers, headmasters and principals.
- ❖ Encourage ICT literacy for official and personal to build comfort and later creativity in educational work.

#### **Pivotal to pre-service teacher education :**

- ❖ Introduce teachers to flexible models of reaching curriculum goals.
- ❖ Introduce use of media and technology enabled methods of learning.

- ❖ Train teachers to evaluate and integrate available materials into the learning process.
- ❖ Enable trainee teachers to access sources of knowledge and to create knowledge.

### Objectives of ICT inclusion in Education:-

Generally three objectives are distinguished for the use of ICT in education ;

1. The use of ICT as object of study refers to learning about ICT, which enables students to use ICT in their life.
2. The use of ICT as aspect of discipline or profession, refers to the development of ICT skills for professional or vocational purposes.
3. The use of ICT as medium for teaching and learning, focuses on the use of ICT for the enhancement of the teaching and learning process. It is the fact that teachers are at the centre of curriculum change and they control the teaching & learning process. Therefore, they must be able to prepare young people for the society in which the competency to use ICT to acquire and process information is very important.

### Approaches to ICT inclusion in education system:-

Over the past decades, ICT has taken several routes to meet the challenge of designing appropriate system that will provide for and enable appropriate teaching-learning system that could realise the identified goals. One route involved a large number of experiments aimed at the qualitative improvement of schools, adopted the system approach to analyse the problems plaguing the particular situation and have involved a range of solutions. These have included the development of flexible systems, alternative curricula, multilevel organisation of classes, low cost teaching-learning material, innovative activities, continuous support systems for teacher training etc. While many of these experiments have demonstrated intrinsic merits, they have been restricted to pockets of intense practice and have failed to influence the larger school system. Another route is government sponsored schemes such as Educational Technology Scheme and the Computer Literacy and Studies in Schools (CLASS) and their present day analogues, including partnership with global players. This included the supply of radio-cum-cassette players, colour televisions, micro-computers, present day computer labs and even satellite receiving terminals. These schemes have largely remained supply driven, equipment centred and disseminative in design. Scant attention has been paid to the development of the entire support system that would establish ICT as a reliable, sufficient and timely intervention and despite clear indications of the necessity for this action. To overcome this challenge is an appreciation of the role of ICT as an agent of change in the classroom, which includes not only the teacher and teaching-learning process but also systematic issues like access, equity and quality.

In developing a curriculum for ICT, it is useful to have a model for ICT development. According to '*Information & Communication technology in Education – A Curriculum for schools & programme of Teacher Development*' UNESCO (2002) states that studies of ICT development in both developed and developing countries identify four broad approaches through which educational systems & individual schools proceed in their adoption and use of ICT. Furthermore studies of teaching & learning in schools around the world identify four broad stages in the way that students and teachers learn about & gain confidence in the use of ICT.

S.No.	APPROACHES TO ICT IN EDUCATION SYSTEM	MODEL OF STAGES TO TEACHING & LEARNING THROUGH ICT
1.	Emerging	Discovering ICT tools
2.	Applying	Learning how to use ICT tools
3.	Infusing	Understanding how & when to use ICT tools.
4.	Transforming	Specializing in the use of ICT tools.

- ✚ *Emerging approach – Discovering ICT tools* : Schools at the beginning stages of ICT development demonstrate the emerging approach. Such schools begin to discover and purchase some computing equipment and software. Teachers and learners try to explore their general functions and uses. This stage is still firmly grounded in traditional teacher-centred practice. There is usually an emphasis on ICT literacy and basic skills.
- ✚ *Applying approach – Learning how to use ICT tools* : At the applying approach phase schools understanding of the contribution of ICT to learning has developed. They adapt curriculum in order to increase the use of ICT in various subject areas with specific tools and software. It involves the use of general or particular applications of ICT.

- ✦ *Infusing approach – Understanding how & when to use ICT tools* : This stage involves integrating or embedding ICT across curriculum, and is seen in those schools that now employ a range of computer-based technologies in classrooms, laboratories and administrative offices. It means to achieve a particular purpose, such as in completing a given project. It implies the ability to recognize situations where ICT will be helpful, choosing the most appropriate tools for a particular task and using these tools in combination to solve real world problems.
- ✦ *Transforming approach – Specializing in the use of ICT tools* : Schools that use ICT to rethink and renew school organization in creative ways are at the transforming approach. The focus of the curriculum is now learner-centred and integrates subject areas in real world applications. It involves specializing in the use of ICT tools. Students study ICT as a separate discipline at the professional level and is incorporated into all vocational areas.

The model discussed above will be useful in developing the structure of curriculum designed both for teachers and students to improve their knowledge and skills in ICT. This allows schools, especially of remote and rural areas to gain ICT literacy, application of ICT in subject areas, infusing ICT across the curriculum and ICT specialization (preparing professionals in this discipline).

### **Role of ICT in development of personality:-**

Information and Communication Technology (ICT) play an increasingly important role in the way we communicate, learn and live. The challenge is to effectively harness these technology in a way that serves the interests of learner and larger teaching learning community. ICTs are currently being used in education to assist students to learn more effectively by providing teacher with access to a wide range of new pedagogy so that children potential can be fully blossomed in order to become a 21<sup>st</sup> century personality. **NCF (2005)** expressed its view about ICT as – ‘*children should provide more direct access to multimedia equipment & ICT, and allowing them to mix their own production and present their own experiences, could provide them with new opportunities to explore their own creative imagination.*’

ICT comprise of rich set of digital tools, environment and procedures, which could be employed for complex support of all developmental domains of children. It improves the quality of education by facilitating learning by doing, directed instruction, self-learning, problem solving, information seeking & analysis and critical thinking as well as ability to communicate, collaborate and learn. The personality development through ICT can be explained under the following points ;

- ✦ *Cognitive Development* : With the use of ICT in education, several cognitive skills and logical thinking ability can be enriched to understand abstract concepts.
- ✦ *Development of Positive Attitude* : With ICT, the difficulty level of subjects can be reduced, which further helps in developing positive attitude towards learning.
- ✦ *Development of Self-learning & Independent learning* : ICT provides opportunity to children to learn at their own pace. It helps them to inculcate the habit of self-learning.
- ✦ *Become Creative* : ICT is capable to form a creative personality. Children find place, where they can express their novel ideas and concepts.
- ✦ *Communication & Collaboration* : The use of ICT provides online collaboration tool which enables students to communicate & collaborate with their peers and instructors fast & easily. This will sustain their interest and improve focus & motivation in learning.
- ✦ *Social Abilities* : ICT doesn't mean the use of computers CD's & videos only. It provide with internet accessibility so that children could relate themselves to social network also.
- ✦ *Build Confidence* : ICT helps children to learn about new technologies. It allows them to learn & work with their own experiences, which boost their confidence upto better level.
- ✦ *Practical Knowledge of work* : ICT allows generalization of abstract concepts and its application in real life situation.

### **Safety concerns with ICT:-**

While many educators point out numerous and productive forms of integrating ICT into school learning, there are several writers, who presents an assortment of safety concerns. While there is rarely clear evidence about the degree to which these concerns pose a real risk to children, most authors agree that educators needs to be aware about ICT use by young children and the need to safeguard children's health and development. Most of the safety worries may be classified into groups of concerns about ;

- ✦ Harmful physical effects

- ✦ Exposure to harmful contents
- ✦ Children's learning, social and emotional development
- ✦ New technologies displacing other important learning and play activities

We must deal with all of these concerns with attention. To understand all safety concerns appropriately, a systematic research is required. However, the only efficient way to eliminate or minimize potential harm is knowledgeable teacher. It is the teacher's responsibility to critically consider proper forms of ICT and employ them to support creativity and expression both through the selective use of particular software applications and through using a range of different forms of ICT. However, the guiding principle in the concept form should be identified for determining the appropriateness of ICT tools to be applied in schools. An ICT tool should be –

- ✦ *Be Educational* : An ICT tool employs in school should be educational in nature.
- ✦ *Encourage collaboration* : Working in collaboration in a range of different ways in interacting with technology is of the key importance. Joint attention and children learning to share and being engaged jointly provides a cognitive challenge of young children.
- ✦ *Support Integration* : ICT applications should be integrated as far as possible with other established school practice which make the curriculum relevant to the children.
- ✦ *Leave the child in control* : If possible, ICT applications should be controlled by the child. They should not control the child's interaction through programmed learning.
- ✦ *Be transparent and intuitive* : If possible, we should choose only such ICT applications which are transparent – their functions should be clear and intuitive.
- ✦ *Support awareness of health and safety* : Time spent using any desktop, computer application (and any other application) by a child should be comparatively short, not used excessively.
- ✦ *Involve parents* : When parents, teacher and children work collaboratively towards the same goals, it leads to improved academic performance.

### Conclusion:-

We are living in a constantly evolving digital world. ICT has an impact on nearly every aspect of our lives – from working to socializing, learning to playing. Education sector can be the most effective sector to anticipate and eliminate the negative impact of ICT. Technology in another side can be the most effective way to increase the student's knowledge. Being aware of the significant role of ICT in our life, especially in the educational activities, education authorities should be wise in implementing the strategies to empower ICT in creating healthy environment for development of young one's in right direction. As technology becomes more and more embedded in our culture, we must provide our learners with relevant and contemporary experiences that allow them to successfully engage with technology and prepare them for life after school.

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