1 A STUDY OF AWARENESS OF INFORMATION AND COMMUNICATION TECHNOLOGY AMONGST SCHOOL TEACHERS

1.1 Introduction

Information and Communication Technology (ICT) has suffused in every walks of life influencing the technology fields such as enabling satellites, business, commerce, and also social networking. In this fast-growing and fast-changing digital era, teaching has become the most challenging profession all over the world, where knowledge is expanding and exploring quickly and much of it is available to students as well as teachers in their learning environment. In order to use technology effectively, teachers need to be trained in using technology and they need to develop a good understanding of it. As per teacher education curriculum framework by NCF (2005) teacher education institutions are expected to equip future teachers with latest methods, techniques and strategies for imparting instruction, including the use of technological equipment. The importance of ICT learning to teachers and is of the opinion that, teacher educators require reorientation towards use of ICT in their teaching learning process, so that these teacher educators could generate a great deal of skill in implementing ICT.

Policy makers, leaders and researchers need to work together to inculcate the 21st century skills in curricula along with ICT to meet the challenges in teaching and learning in order to achieve learning objectives.

To support and sustain meaningful changes in teaching and learning, teacher education programs should go ahead skills development and implement the following three components: building collaborative structures, modeling effective technology use, and reflecting on current practices and beliefs.

1.1.1 Pedagogical content knowledge:

Pedagogical Content Knowledge (PCK) as the knowledge required by teachers to transform content so that it is accessible to learners. The necessary basis for that evolution is both content and pedagogical knowledge, which students will be evolving by the time they register in the ICT pedagogy course. The concept of PCK has been extended to contemplate the interchange with knowledge of technology (ICT) in technological pedagogical content knowledge (TPCK).

1.1.2 Technological Pedagogical Content Knowledge:

TPCK is the knowledge that enables teachers to solve the problems of practice by planning appropriate combinations of pedagogy and ICT to support learners working with content in a specific context. TPCK is essential "but not sufficient for teachers to become creative or innovative in their thinking about using technology for scholastic needs".

1.1.3 Utility of ICT:

ICT allows teaching and learning activities by educational innovations and by connecting students and teachers to each other and to a vast array of human and informational resources around the world.

1.1.4 ICT Awareness of School Teachers:

Three important characteristics: autonomy, capability, and creativity are needed to develop good quality teaching and learning with ICT skills. As teacher education is primarily directed towards preparing teachers, the quality of education relies on the teacher trainee's capability, creativity and skills. The teachers have to accept the demands of the modern world and modify their old concepts and methods according to the needs of the trainees and to provide students with the skill to function effectively in this knowledge explosion era.

1.2 Statement of the Problem
A Study Of Awareness Of Information And Communication Technology (ICT) Amongst School Teachers.

1.3 Need of the problem

Teachers have always played a crucial role in preparing communities and societies towards achieving higher levels of progress and development. Hence effective combination of Educational Technology and teaching skills contribute solutions to the problems of the country by developing desirable understanding of attitudes, skills and abilities of the students. The role of teachers and teacher educators is complex to meet the individual needs of the learners. In every day classroom the teacher faces countless number of challenges. This paper describes the awareness in information and communication Technology among school teachers.

1.4 Objectives

1. To find out the ICT awareness among school teachers.
2. To find out the significant difference between rural and urban school teachers ICT awareness.

1.5 Hypothesis

1. There would be a good level of ICT awareness among the school teachers.
2. There is no significant difference between rural and urban school teachers ICT awareness.

1.6 Research Questions

1. What is the ICT awareness level among school teachers?
2. What is the difference, if any, between rural and urban school teachers in ICT awareness?

1.7 Operational Definition

ICT:- Information and Communications Technology (ICT) can impact student learning when teachers are digitally literate and understand how to integrate it into the curriculum. Schools use a diverse set of ICT tools to communicate, create, disseminate, store, and manage information.

1.8 Delimitations

➢ The study will be conducted on 35 secondary school teachers among schools in Bhopal.

➢ 20 teachers from two urban schools and 15 teachers from two rural schools from Bhopal district.

1.9 Chapterisation

1. Introduction
2. Review of Related Literature
3. Need of the study
4. Objectives of study
5. Research Methodology
6. Data analysis