

Chapter 3

Social and Economic Maxims of ICT in Education

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ABSTRACT

ICT in education, in terms of terminology and structural composition, may carry out three basic components, namely education, information, and communication technology. ICT in education has its sole concern of identifying the most suitable and appropriate use of developed technology (both hardware and software) for serving the educational needs of society at a particular time and place. Education using ICT tools also aids in expanding educational opportunities to socially vulnerable section of people such as low-income groups, women, aged, and differently abled. This effectiveness of ICT in education depends on the presence or absence of the conditions and elements, facilitating or obstructing the proper flow of information and technological methods. Proceeding from simple to complex always provides an appropriate learning sequence. Hence, a wise teacher cares for a beautiful integration of psychological principles to logical organisation of sequence of activities in his teachings for social and economic growth of the community altogether.

INTRODUCTION

ICT in education is a method of using information and communication technology to build, enhance, empower, motivate and engage learners inclusively by facilitating the attainment of basic skills and lifelong learning for all. Educators, parents and students have long complained about the one-size-fits-all model of education through conventional schooling, but COVID-19 has changed the way the education was imparted globally. Education is a complex ecosystem and is galloping towards the future with a speed of change in top gear as things we imagined once to be fiction are all turning into reality. Integrating ICT appropriately in education helps to expand access to education, strengthen the relevance and quality of

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education to different masses from various economic and social backgrounds (Kanematsu and Barry, 2015). The cost-effectiveness of edtech sector allows learner to overcome the paywall between them and premium educators, and virtual nature of this learning erases geographical constraints. The allocation and management of ICT resources provides more creative solutions to different types of learning inquiries. ICT enables teacher-learner community to communicate, share, and work collaboratively anywhere, any time. Better navigation of resources, animated graphics and interactive platforms allow for a more engaging educational experience. However, edtech industry making use of ICT in education still has its own challenges and drawbacks. Information and communication technology growth is dwarfed by inadequate infrastructure, poor accessibility and conditions of digital divide. Skills like problem solving, logical reasoning, collaboration and communication are essential in organisations today. When new age technologies are pervading all our interactions, can we afford to be ignorant about them? As we hurtle towards an era of digital economy, positioning oneself with combination of domain knowledge and digital skill will set them apart. The educational institutions are tying up with edtech players to introduce ICT based programs at school and college level making an effort to integrate it with core curriculum. For fulfilling the expectations of classroom, distance and correspondence education, ICT provides learners with access to all types of programmed learning modules from beginner to advanced levels with ease through computers and personal digital machines. For the management of affairs of educational practices in an effective, fruitful and fecund way, one must approach with certain professional responsibilities and applications (Jo Shan Fu, 2013). In this cause, educational institutions and related stakeholders are strongly advised to integrate communication & technology among all learning levels and across all of the learning spaces. When this is accomplished, learners are able to attain higher levels of cognition in context of a particular activity. The time is ripe for all the concerned stakeholders in the education sector to join hands and tap the umpteen opportunities knocking at our door for successful implementation of social and economic maxims of ICT in education.

BACKGROUND

Throughout the journey of life, learning is a continuing activity where people change their assumptions and beliefs by seeking rational knowledge, which departs from traditional approaches and practices within a society. Be willing to seek out new sources of knowledge and implementing them in an educational structure plays the role of remodelling of community, both socially and economically. The youth of today is brimming with potential and advanced skills aspiring to have opportunities for a better life. It is worthy to consider Information and Communication Technology (ICT) as a powerful tool for educational change and reform due to its easy accessibility and powerful presentation across the globe (Antonio, Gomes, and Marcelino, 2015). Information and communication technology (ICT) includes computer hardware, the internet and application software, and numerous other electronic automated delivery systems used in today's education field. With the advent of science and technology era, developing skills for using ICT in education will be an indispensable prerequisite for the teachers as well as the learners to radiate a sense of self-esteem and communicate better with different sections of the world. Today's society is a world of information explosion that is taking place at a expeditious pace. Even an educated and knowledgeable person discern as if he or she is capable enough to cope up with such an information explosion. Information Technology is nothing but the rapidly increasing amount

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