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Implementation of ICT @ School Scheme in Secondary Schools of Chhattisgarh

Sarita Singh * & Dr. Sambit Kumar Padhi**

Key Words : ICT @ School Scheme, Secondary Schools of Chhattisgarh

Abstract

The emergence of new global economy has serious implications for the nature and purpose of educational institutions. As the access to information continues to grow rapidly, schools cannot be contented with the limited knowledge to be transmitted in a fixed period of time. Today Information Communication Technology is being utilised in every part of life. In education use of ICT has become imperative to improve the efficiency and effectiveness at all levels of learners. Its influence has changed the daily life style of many people. ICT in education is the support material in the hands of the human recourse involved in the educational process in order to enhance the quality of education. In India, *ICT@school* scheme was launched in 2010 with the implementation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) with some special features. The objective of this scheme is to make ICT literate to the teachers as well as students. The purpose of this study was to investigate the school-related issues in the secondary schools of Chhattisgarh. More specifically the research focused on what extent *ICT@Schools* scheme attained its objective. The major findings of this study revealed that the objectives of *ICT@schools* scheme is succeeded into certain extent, but a lot need to be done for the successful of this scheme.

Introduction

In modern society Information and Communication Technology (ICT) plays a remarkable role in school education. ICT in schools provide lots of opportunities to teachers as well as students to transform their learning activity, teaching method from classical to modern and scientific method. ICTs have demonstrated potential to increase the option, access, participation, and achievement for all students. According to UNDP ICT is defined as a "diverse set

of technological tools and resources used to communicate and to create, disseminate, store, and manage information." ICT such as videos, television, and multimedia computer software that combine text, sound, and colourful image used by the students to not only make the learning easy and effective even it also provide the authentic content that make the learning more reliable and trustworthy. According to (UNESCO-2002) Information and Communication Technology (ICT)