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GRT KNOWLEDGE AND AWARENESS OF THE HIGH SCHOOL FEMALE TEACHERS ON INFORMATION AND COMMUNICATION TECHNOLOGY

Anasuya M. Kadam

Guest Lecturer , Department of Women's Studies Gulbarga University Gulbarga: Karnataka.

Abstract:-Information and Communication Technology is playing significant role in effective teaching and to assess whether women high school teachers are aware and using these technological applications in teaching the author surveyed total 142 women teachers in Gulbarga city. It was found that majority of the teachers are not aware about these technology and there is need to train them in ICT.

Keywords:Information and Communication Technologies (ICT) , Knowledge and Awareness , Female Teachers .

I.INTRODUCTION:

Information and Communication Technologies (ICT) have impacted learning and teaching not in terms of just doing things differently and more efficiently but also to do different things altogether. It is noted that the various techniques of the Information and Communication Technology such as Multimedia, Electronic learning (e-learning), Internet, e-mail, Search Engines, CDs, DVDs, PowerPoint Presentations, interactive media, etc. are very useful in teaching for students at various levels. But it is need and necessary to know, whether the teachers are aware about all these applications and techniques of the Information and Communication Technology.

Wallace (2001) was to develop a conceptual framework as to how teachers used Internet in their teaching and how they used material resources. The results revealed that teachers made use of Internet by transforming it into a resource which fitted into their own teaching methods.

OBJECTIVES:

The present study is made considering the following objectives:

- 1.To analyze the Skills of the High School Teachers in Information and Communication Technology;
- 2.To know about the ICT related infrastructure that is available in High Schools in Gulbarga city

METHODOLOGY:

As the present study aims to collect the information about the awareness of the high school teachers in Gulbarga city, the study is made by questionnaire method. Totally 142 high school teachers were surveyed. The information collected from the respondents is presented in the form of tables and percentages are calculated so as to enable the comparison of the collected data.

ANALYSIS OF THE COLLECTED DATA:

1. Information and Communication Technology Instruments owned:

It was asked to the respondents, whether they owned different Information and Communication Technology Instruments. They include Radio, Television, CD/DVD Player, Computer System and Laptop systems. They are essential to keep information and knowledge up-to-date. The responses of the high school teachers covered under the present study are

stated in the following table:

Table No. 1. Information and Communication Technology Instruments owned:

Particulars	Number of Respondents	Percentage
Radio	51	35.92
Television	142	100.00
CD/DVD Players	104	73.24
Computer System	35	24.65
Laptop system	--	--
Total	142	100

It is noted from the study that all the 142 (100%) owned and using Television, followed by 104 (73.24%) of the respondents are using CDs/DVD players, only about 51 (35.92%) of the respondents are using Radio and only 35 (24.65%) of the high school teachers are using computer systems. It is emphasized that none of the high school teachers using laptop systems.

2. Knowledge about the Operating of the Computers:

Operating of Computer systems is the basic knowledge for the teachers. There are certain operating systems, programming languages and software to operate the computers. The respondents covered under the study have expressed about the computer knowledge as under:

Table No. 2. Knowledge about Computers among the High School teachers

Particulars	Number of Respondents	Percentages
Know the Computer operating	96	67.61
Do not know the computer operating	46	32.39
Total	142	100

The above table depicted that only 96 (67.61%) of the teachers covered under the study know about the operating of the computers and the majority of the teachers, that is 46 (32.39%) of the high school teachers do not know about the computers.

3. Knowledge about the Operating Systems and Software:

There are operating systems such as Disk Operating Systems (DOS), Windows, Linux (Red Hat), Unix operating systems to work with the computers. Further, there are certain programming languages, such as BASIC, D-Base, MS-Office, Oracle, Java, HTML, C, C++ etc. The response of the high school teachers, who know about the computers about the knowledge about these kinds of programs, is as under:

Table No. 3. Knowledge about Computer Programming among the High School teachers

Particulars	Known the Programs		Do not know the Program	
	Number of the Respondents	Percentage	Number of Respondents	Percentage
MS-DOS	67	47.18	75	52.82
Windows	96	67.61	46	32.39
PowerPoint Presentation	38	26.76	104	73.24
Unix/Linux	--	--	142	100
Basic/Dbase/Pascal/Fortran/Lotus	--	--	142	100
MS-Office	52	36.62	90	63.38
Oracle/C/C++	--	--	142	100
HTML/JAVA Programming	--	--	142	100
Any other software	--	--	142	100

The above table made it clear that of the total respondents only 67 (47.18%) know about MS-DOS, about 96 (67.61%) of the teachers know about the Windows operating system, only 38 (26.76%) teachers know about the PowerPoint Presentations and only 52 (36.62%) are aware about the MS-Office Software. Of course, it is not essential to learn the advanced programs such as HTML, C, C++, Oracle, Java Programming, Unix, Linux, and conventional programs such as Basic, Dbase, Pascal, Fortran and Lotus. But to know about the level knowledge about different software and program the information collected from the respondents.

It is also noted from the above table that all the 142 (100%) respondents do not know about Unix/Linux Operating Systems, Basic, Dbase, Pascal, Fortran and Lotus, HTML, C, C++, Oracle, Java Programming and any of such other advanced software programs. About 75 (52.82%) of the respondents do not know about the MS-DOS, 46 (32.39%) respondents stated that they do not know about Windows Operating System, about 104 (73.24%) of the respondents do not know about the Power Point Presentations and 90 (63.38%) of the respondents do not about the MS-Office Programs.

4. Knowledge about the Internet:

Internet is a collection of different networks connected together or a collection of hosts connected together by a subnet. The internet is a very large network that is available world-wide. The internet is the largest network in the world, which provides World Wide Web (WWW) Service to the users. The internet often referred as Net is a general purpose, international communication and information system. To a question, whether the high school teachers know and use the internet and web, the response is as under:

Table No. 4. Knowledge of the High School Teachers on Internet:

Particulars	Number of Respondents	Percentage
Know & Use the Internet	66	46.48
Do not use the internet	76	53.52
Total	142	100

The above table revealed that of the high school teachers covered under the study, only 66 (46.48%) are aware about use of the internet and the remaining 76 (53.52%) are do not know and do not use the internet.

5. Use of Internet Tools and Services:

There are different tools and services and also uses of the internet, namely, electronic mail (e-mail), file transfer protocol (FTP), Search Engines, Commercial Web sites, institutional and departmental web sites, Mailing List Providers, Discussion Forums, Groups of similar interest, Chatting, Electronic books, Electronic Journals, Frequently Asked Questions (FAQs), Information Centres, Web logs, etc. Internet is a powerful information source for providing information in all kinds of subjects. The knowledge of the high school teachers about the internet utilities is stated in the following table:

Table No. 5. Knowledge of High School Teachers about Internet Tools and Services

Particulars	Known the Internet Tools and Services	
	Number of the Respondents	Percentage
Electronic Mail	42	29.58
File Transfer Protocol	05	3.52
Mailing List Providers	--	--
Search Engines	34	23.94
E-books, e-journals, e-resources	08	5.63
Institutional/Departmental Web sites	51	35.92
Commercial Web sites	27	19.01
Discussion Forums/Groups	06	4.22
Frequently Asked Questions	--	--
Web logs	--	--
Any Other utilities	--	--

From the above table it is clear that of the 142 (100%) respondents covered under the study, only 42 (29.58%) know and operate their e-mail. Only 05(3.52%) respondents know about the File Transfer Protocol, only 34 (23.94%) of the respondents know about the search engines, only 08 (5.63%) respondents know about electronic books, electronic journals and such other electronic information resources, about 51 (35.92%) of the respondents know about institutional and departmental websites such as department of education, websites of colleges and universities, etc. Only 27 (19.01%) of the respondents knows about the commercial web sites and only 06 (4.22%) knows about the Groups and discussion forums. It is interesting to note that none of the teacher respondents knows about the Mailing List Providers, Frequently Asked Questions (FAQs), Web logs and such other utilities.

6. ICT is Effective Teaching Aid in Education:

It was asked to the respondents that whether Information and Communication Technology is effective teaching aid in intermediate education. The high school teachers covered under the present study expressed their views as under:

Table No. 6. ICT is effective teaching aid in Intermediate Education:

Particulars	Number of Respondents	Percentage
Effective Teaching Aid	112	78.87
Not Effective Teaching Aid	30	21.13
Total	142	100

The above table revealed that of the total 142 (100%) respondents, a major portion that is 112 (78.87%) of the respondents agreed that the Information and Communication Technology applications are effective teaching aids, however only 30 (21.13%) of the respondents, do not agree to the statement.

7. Necessity of Training in ICT for Teachers:

There is need for training the high school teachers, so as to learn new techniques in ICT to apply them in education. As responded by many high school teachers, the government and authorities of the high schools should depute and also organize the training programmes for the teachers, so as to learn these techniques and developments. It was asked to the teachers, whether there is necessity of training in ICT for Teachers. The responses of the teachers are presented in the following table:

Table No. 7. Necessity of Training in ICT for Teachers:

Particulars	Number of Respondents	Percentage
Yes	142	100
No	--	--
Total	142	100

It is surprising to note that all the respondents agreed that there is need for training in ICT techniques for the teachers.

CONCLUSION:

It is amazing to note that even though ICT applications are effectively applied and useful to education, still majority of women teachers are not aware about and not using these technological applications for teaching. Hence, it is suggested to these teachers to get training in ICT so that they can use it for teaching. Further, it is suggested to the Government to organize training in ICT to high school teachers.

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