

could not feel himself sa-hriday with sumi and was getting out of step with her. the breakdown of sumi's marriage has circumscribed sumi in unexpected condition. Gopal's absence leaves her in a state of vast emptiness .she does not remain a passive mother but an active agent. In the maze of family history what happens to sumi and her daughters ? nothing and everything. nothing because no solution is found to their problem. everything because sumi and shripati are killed in an accident. The 'big house' watches one more generations going down in history and one generation writhing under the impact of relentless fate.

Sumi's daughter Aru is a rebel. she rebels against her father. She approaches Gopal not expecting sympathy for her or for her mother. she wants to unravel the strange behaviour of her father. she asked Gopal "why did you get married at all why did you have children" Her searching question makes Gopal re- examine his motives in fleeing from the family. Aru is disappointed to see the tragedy of her grandmother and mother. out of frustration she declares I am never going to get married she holds strong view on patriarchy and how women in general get victimised as a result of the actions of men. she is critical to Gopal .she wants to see it that it that Gopal does not go Scot free. Aru meets a feminist Sureka a lawyer by profession. However the activist lawyer does not find it a case of the usual marital discord. As this novel revolves around four generations of women Manorama, who was dead, but her presence is felt through her portrait, second generation is Kalyani and third is Sumi and the fourth is Aru. All these women are victims of oppression of male dominating society. Kalyani was victimized by her mother Manorama who never get over the fear that her husband might marry again; because she could never give him a son. She wanted a son but Kalyani was born and thus become a victim of her mother's contempt. She was married to Manorama's brother Shripati to keep the property in the family. Deshpande draws a terrible picture of Kalyani's grief. It is Kalyani; she sees standing before the closed door, banging on it with her open palms, shrieking out something, slumping at last on the door, her head resting against the still closed door. All the sounds fading away, finally leaving a silence that

enclosed the thudding of a heart. She is made to realize that by losing her son, a male heir, she had abandoned her motherhood as well as her right as a wife. Kalyani had bend to the will of her mother but the modern women like Sarita and Sumi rebel against the narrow conventions of the society. Shashi Deshpande flashes some light on the cause of women's education and liberation. Then the whole novel is devoted to silent brooding women unhappy yet lively clinging to their past yet living in the present. The men do not pay an active role in the story but they are the root cause of all suffering Gopal and shripati. Deshpande tries to exonerate the male by bringing in some strong loving and responsible figure. but they come and go fleeting like shadows the real balance is titled by Gopal and shripati. Gopal's exit reminds use of us of Anita Desai protagonist in the story 'surface texture' and Nirode in 'voices in the city' and Arun joshi's Billy Biswas .

Conclusion :

Shashi Deshpande has very nicely highlighted the inner struggle and sufferings of the Indian women who raise various fundamental questions regarding modern women rooted in and moulded by the Indian customs but influenced by the rational ideas of the west. Deshpande develops a feminist understanding of the women's problems and complications of purely Indian climate. Her feminism is rooted in the Indian soil; her reading of western feminists has only helped to place her thoughts of feminism in sequence. The term 'feminism' is applied to Shashi Deshpande in the broadest sense here to refer to the writer's intense awareness of her identity as a woman, her interest in woman's problems and not in the sense that she makes an advocacy for women's rights in her fiction.

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Critical Understanding and Significance of Information Communication Technology (ICT) in Education in Present day Scenario

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ABSTRACT

Educational technology is the application of scientific knowledge and learning and the condition of learning is to improve the effectiveness and efficiency of teaching and training technology is gaining the importance in peoples everyday life and certainly will develop in the coming age. Now a day's information communication technology (ICT), specially internet in the education sector plays an important role particularly in the process of empowering the technology in to the educational activities. In terms of natural calamities, we need particular technology to escape the disastrous condition to save the lives of the human being; weather monitoring devices are being used frequently to see weather conditions in advance. The knowledge based industries have been able to rewarding with an educated labour for maximise the finished goods with attraction. The new global economy have cam cup in collaboration with emerged technologies. Thus this area has been rightly named the 'Information Age'.

Keywords : Knowledge, global, communication technologies, Disaster management, teleconferencing, Life-long learners, improved efficiencies, digital resources, optimizing, catalyse.

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Introduction:

Knowledge has become the prime resource in the development process in recent years, The world Development Report (world Bank, 1999) which states that 'recognition of the importance of knowledge has gained momentum and there is a renewed impetus to integrate knowledge into country development strategies.' In other words, knowledge has become a key to development and can create comprehensive wealth for the nation and also improve the quality of life in the form of better life (health), infrastructure, social indicators and education. The power of knowledge can be greatly enhanced by ICT, which can be harnessed to improve access and break down barriers.

In educational field too, the term "educational technology" is being used with great interest. It is believed that with the proper use of science and technology in the field of education, desirable results can be achieved in teaching, learning and testing.

Communication is very important in human life. It create a link between two individual, group, organisations etc. without communication life becomes meaningless, difficult to connect between any two individuals, groups and organisations. The term information communication technology refers to forms of technologies that are used to create, store, share or transmit, exchange information. This broad definition of ICT includes such technologies as television, videos, DVD, radio, telephone, computer, hardware, software as well as the equipment and services associated with these technologies, such as electronic mail and video conferencing . ICT term clearly understand when educational technology, communication and information technology briefly discussed.

The term education and technology are very much interrelated. The philosophy and functions are one and the same. Likewise education, the word

‘technic’ and ‘logic’. Technic means techniques, skills, methods and processes. Logic means science. That is to say technology means skills of science. According to G.O. Leith, “Educational technology is the application of scientific knowledge and learning and the condition of learning to improve the effectiveness and efficiency of teaching and training”.

Further an educationist western culture, Richmond, “Educational technologies is concerned with providing appropriately designed learning situational which holding in view of the objective of teaching and training, bring to hear the best means of instruction”. Moreover an another philosopher, Hadden says, “Educational technology is the branch of educational theory and practice where it is concerned primarily with the design and use of message which control the learning process”.

Technology is gaining the importance in people’s every day lives and will certainly increase in the coming years. These are the instruments for change and innovation. Its introduction in educational systems will encourage and motivate the students to explore new areas of advancement with reference to its latest developments in various subjects. ICT can provide new forms of learning because it has become important for young people to master ICT in preparation for adult life. Now a days the role of information communication technology (ICT), specially internet in the education sector plays an important role particularly in the process of empowering the technology into the educational activities. Technology (internet) in another side can be the most effective way to increase the student’s knowledge. There are some unavoidable facts in the modern education; first the ICT has been developing very rapidly now a days. Therefore in order to balance it, the whole education system should be reformed and ICT should be integrated into educational activities.

The Information technology Association of America (ITAA) explains Information technology as encompassing all possible aspects of information systems based on Computers. Information technology also known as IT, is a comprehensive term that

includes all type of technology used to exchange, store, use or create information commonly, used information technology equipment includes computers, servers, peripheral devices, internet connectivity equipment and phone systems. From basic computer terminals to IP-based telephony systems, IT is an integral part of most modern business operations.

Climate change is a global phenomenon affecting the lives of mankind. In times of calamities, we need information and communication technology for disaster management. Various organisations, government agencies and small and large scale research projects have been exploring the use of ICT for relief operation, providing early warnings and monitoring extreme weather events. A review of new ICT, and climate change in developing countries highlighted that ICT can be used for. One of these is the creation of weather monitoring devices like ‘Earth simulator’ which is used to see weather conditions in advance.

ICT, are changing the nature of work and the work place. The “knowledge revolution”, combined with economic globalization has created conditions in which countries that have focussed on knowledge based industries have been able to reap significant rewards knowledge based industries require an educated labour force of computer literate individuals who themselves understand and can harness the power of ICT. In response to the demands for producing such a labour force, many countries have changed the objectives of their education system and have directed much of their attention to the development of ICT skills in educational institutions. Globalization and technological change processes that have accelerated in tandem over the past 20 years have created a new global economy “powered by technology, fuelled by information and driven by knowledge”. The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As the half-life of information continues to shrink and access to information continues to grow exponentially, school educational institutions can not remain mere venues for the transmission of a prescribe set of information

from teacher to students over a fixed period of time. Rather schools must promote “learning to learn”, i.e. the acquisition of knowledge and skills that make possible continuous learning over the life-time. “The illiterate of 21 century”, according to futurists Alvin Toffler, “will not be those who cannot read and write’ but those who can not learn, unlearn and relearn”. Information and communication technologies (ICT) which include radio and television as well as newer digital technologies such as computers and the internet have been touted as potentially powerful enabling tools for educational change and reform. When used appropriately, different ICT are said to help expand access to education, strengthen the relevance of education to the increasingly digital work place and raise educational quality by among others helping make teaching and learning into an engaging active process connected to real life. However the experience of introducing different ICT in the classroom and other educational settings all over the world over the past several decades suggests that the full realization of the potential educational benefits of ICT is not automatic. The effective integration of ICT into the educational systems is a complex, multifaceted process that involves not just-technology- indeed, given enough initial capital, getting the technology is the easiest part, but also curriculum and pedagogy, institutional readiness, teacher competencies, and long term financing among others. The primer concludes with a discussion of the five key challenges must reckon with when making decision about the integration of ICT in education, namely, educational policy and planning, infrastructure, capacity, building, language and content, and financing.

Information and communication technologies (ICTs) are a major factor in shaping a new global economy and producing rapid changes in society. Within a past decade they have produced significant transformation in industry, agriculture, medicine, business engineering and other fields. They also have the potential to transform the nature of education where and how learning takes place and the roles of students and teachers in the learning process. As a result, the face of classrooms are changing and

teachers should prepare themselves to keep up with the technologies utility in the classrooms. All the educational system around the world are emphasizing the use of new information and communication technologies to teach students the knowledge and skills they need in 21st. Century. The UNESCO world education report , 1998, “teachers and teaching in a changing world”, describe the radical implications, the new information communication technologies have for traditional teaching and learning. It predicts the transformation of the teaching learning process and the way teachers and learners gain access to knowledge and information.

National Policies on ICT:

The national policy on education 1986, and modification in 1992 stressed the need to employ educational technology to improve centrally sponsored schemes, educational technology (ET) & Computer literacy and studies in schools (CLASS). Paving the way for a more comprehensive centrally sponsored scheme information and communication technology @ school in 2004.

Educational technology also found a significant place on another scheme on up gradation of science education. The significant role of ICT can playing school education has also been highlighted in the national curriculum frame work 2005, use of ICT for quality improvement also figures in govt. of India flagship programme on education SSA. Again ICT has figured comprehensively in the norm of schooling recommended by the central Advisory Board of Education (CABE), in its report on universal secondary education in 2005, this policy endeavours to provide guidelines to assist the states in optimizing the uses of ICT in school education within a national policy framework. The main aims and objectives of national policy on information and communication technology in school education in India are:

1. Development of professional network of teachers, resource persons and school to catalyse and support resource sharing up gradation and continuing education of teachers, guidance counselling and academic support to students and resource sharing, management and networking

of school managers and administrators resulting in improved efficiencies in schooling process.

2. An environment to develop a community knowledgeable about ICT.
3. Development of local and localised quality content and to enable students and teachers to partner in the development and critical use of shared digital resources.
4. An ICT literate community which can deploy, utilize, benefit from ICT and contribute to nation building.
5. Universal, equitable, open and free access to a state of the art ICT and ICT enabled tools and resource to all students and teachers.

National mission on Education through ICT (NMEICT) is a landmark initiative of the Ministry of Human Resource Development (MHRD) to address all the education and learning related needs of students, teachers and lifelong learners. In Indian scenario where there is a vast disparity of educational facility available in various regions across the country, the mission envisages to bridge the gap by providing just in-time quality educational resources and teachers irrespective of their economic and educational status. The mission was launched in February, 2009. The three cardinal principles of the Education policy viz. access, equity and quality are to be served through different components of the mission.

Impact of Information and communication Technology in Society :

Over the past few decades, the world has been experiencing a phenomenon which has been the proliferation of information at exponential rates. Thus, this era has been appropriately termed the 'Information Age' and has been linked in its significance to the Industrial revolution in terms of its impact on the entire modus operandi of the global system positive impact of ICT on various sectors of the society are discussed below :

Through ICT, we can learn any time any where when needed. It provides the flexibility to offer various facilities regarding education with the help of ICT, teachers are able to create interactive classes and

make the lesson more enjoyable, which could improve the student's attendance and concentration. Images can easily be used in teaching and improving the retentive memory of students comprehensions. In some context ICT has also become integral to the teaching learning interaction through such approaches as replacing chalk boards with interactive digital white boards, using students own smart phones or other devices for learning during class time, and the flipped classroom' model where students watch lectures at home on the computer and use classroom time for more interactive exercises.

Now a days ICT is being used by businesses for a wide range of purposes. There include maintaining effective level of communication among the work force, sending marketing communication among the workforce messages to current and potential customers, measuring the level of customer satisfaction, making sales, increasing the level of employees morale etc. Broader market range by the use of ICT in business, improves greatly the market based of an industry, they have no geographical limitation as they can serve customer in the whole world. The employee can work from outside the industry premises and still perform their duties as expected. Through the use of ICT, we can access the best professionals from all over the world to help them sort then issues remotely.

Impact of ICT on Research:

The rapid use of ICT in knowledge production has a role in research and academic performance. It improve the quality of education and knowledge in number of ways. According to sarkar, 2012, the most straight forward use of ICT in research is in data processing, analysing, processing huge amounts of data and performing complex computations that are fast, reliable and accurate. These databases and libraries provide researchers with on-line access to the contents of thousands of books to the contents of thousands of books from major publishing houses, research reports, and peer-reviewed articles in electronic journals.

Impact of ICT in Entertainment :

We can entertain ourselves during leisure time by providing people with different ways. Adoption

of these technologies has meant that many people may stay inside, watch T.V., play on-line games, chat with friend and relatives. This means that an increase in technologies provides us with more ways of entertaining ourselves. According to Marshall McLuhan, “The new electronic interdependence recreates the world in the image of a global village”. The Canadian Philosopher has expressed that all the social organisation and even a tribal based individual comes under the global village and humankind rely on electronic media for information together with contained that the technology would damage individualism. ‘Global village’ refers to the idea of an increasingly unified world where effects of globalization allow us to overcome the limitations of physical distance. Oxford American Dictionary explains. The global village is considered as a single community by lelo communication.

Sakshat Portal :

An education portal launched by the then president of India, Dr. APJ Abdul Kalam to facilitate life-long learning for students, teachers and those in employment or in pursuit of knowledge free of cost to them. The main features of this portal are to provide a platform for sharing of knowledge and experience among teachers and learners. Around 50 crore users are being benefitted. The UGC has also accepted the proposal of this programme. The AICTE, IGNOU, NCERT, KVS, NVS, CBSE, IIT and IISC has developed the content links for Sakshat and provide wide range of knowledge resource, educational views, examination alerts, sample papers and other useful links on the web. The scheme is to give availability to all institutions of higher education on world of knowledge in the cyber space to leverage the potential of ICT, in providing high quality knowledge modules with right e-content, to address the personalised needs of the learners in order to take care of their aspirations. Even students can interact with their teacher in real time and chat discussion forum.

As time goes on, more emerging technologies will change the way, we communicate and it will be up to us to embrace them or not. With the increasing use of social based networks, people can create new relationships and also discover old friends and relatives with technology, parents can communicate and keep track of their children. So communication has become easier and cheaper. Some of the mediums which are mostly used in communication are :

- Electronic Mail
- Teleconferencing and
- Video conferencing

Concluding the Submission it seems appropriate to quote the International Society for Technology in Education (ISTE) “Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyse and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions- as accessible as all other classroom tools”.

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