

# A Study Into The Problems Faced By Resource Persons In The Adaptation Of Educational Technology.

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## **Abstract**

*The emergence of Information and Communication Technology (ICT) has ushered in a new era. It has influenced every sector of the society, that is, Trade, Industry, Science and Technology including education. ICT included devices for encoding, storing, organizing, processing, retrieving, transferring and presenting information with the help of telecommunication, television and computers. The emergence of ICT is not only affecting teaching style but also influencing the learning style, whereby a student becomes the explorer of information and independent knowledge worker. The ICT has immense power to enhance personalized learning. This paper shows the opinion of Resource persons on problems faced in the implementation of educational technology during the conduct of contact classes*

**Key words;** Resource Persons, Information and Communication Technology (ICT), Educational Technology

## **Introduction**

Looking to the number of school going children and the requirement there in, it is desirable to incorporate changes in school education. India being a developing country cannot afford to lay behind taking advantage of these technologies. In this regard NCERT has come out recently with a school curriculum framework wherein it has been emphasized to integrate ICT in school education. Integration of ICT in school education is not possible without the teachers being competent in techno-pedagogic dimensions of ICT. This objective has to be largely realized through various teacher education programmes. The NCTE- an apex body in the area of Indian Teacher Education is also stressing upon integration of ICT in Teacher Education all over the country. It is because ICT has tremendous potential for education. ICT can enable a teacher to reach out widely efficiently and effectively. Networking through ICT helps teachers and institutions to be more modern, dynamic and integrative. To bridge school education and teacher education there is an immediate need to integrate ICT in Teacher Education.

## **Statement of the Problem**

A study into the problems faced by Resource persons in the adaptation of education technology

## **Objectives of the Study**

To study the problems faced by Resource persons in adaptation of education technologies.

## **Delimitation of the study**

20 male Resource persons teaching instructional technology and educational technology at B.Ed. level during contact classes were selected from five contact canter for B.Ed. programme.

## **Sampling Technique**

Purposive sampling technique based on non-probability sampling was employed to get the data.

## **Data gathering tools**

A self-constructed opinionnaire was used to collect the data

## **Statistical Technique used**

Percentage statistics was used to analyze the data.

**Table** showing the opinion of Resource persons on problems faced in the implementation of educational technology.

S.No	Item	Agree	Undecided	Disagree
01	Resource persons lack proper attitude and study habits towards new technology	80%	05%	15%
02	Resource persons are not interested in learning new trends in teaching	80%	10%	10%
03	Resource persons lack efficiency and competency to understand and implement the new teaching techniques.	40%	05%	55%
04	Resource persons are not provided with rich instructional material regarding technology and its educational implications.	85%	05%	10%
05	Most of the educational administrators are not conversant with the new techniques and methods of teaching.	75%	05%	20%
06	Resource persons are not in the habit of reading Journals and Magazines like University news, School Science, primary teacher published by NCERT etc.	75%	05%	20%
07	Resource persons lack awareness regarding new tools and techniques of teaching.	85%	10%	05%
08	Resource persons lack proper navigational skills to scan educational Websites.	70%	10%	20%
09	Educational CD's are not used in supplementing teaching learning process.	90%	05%	05%
10	Government is not conducting any orientation or refresher courses for Resource persons towards information and communication technology.	90%	Xx	10%
11	There is no proper coordination link between state institute of education and schools.	70%	10%	20%
12	Resource persons are not sensitized towards latest reports in education like National curriculum framework for school education 2005, National Knowledge Commission (NKC) 2006, etc.	80%	05%	15%
13.	Financial difficulties stand in the way of speedy implementation of new programmes of educational technology.	70%	10%	20%
14.	Many Resource persons and administrators cannot be involved in capacity building programmes due to paucity of funds and hence new programmes of education remain shelved in libraries and offices.	70%	10%	20%
15.	Resource persons do not get incentives, so they do not refresh and reorient their teaching techniques.	60%	20%	20%
16.	The present curriculum in vogue for M.A. Education/M.Ed. does not warrant the application of new technology.	75%	10%	15%
17.	There is no provision of professional development corner for teachers in Distance Education Libraries.	90%	05%	05%
18.	There is no provision coordination link via E-mail between Distance Education Centers, College and Schools.	80%	05%	15%
19.	The frequent power cut hinders the use of technology in class rooms.	90%	Xx	10%
20.	The level of willingness to the use of teaching aids during contact classes is low among Resource persons.	80%	15%	05%
21.	The Resource persons find it difficult to operate electronic gadgets during contact classes.	80%	Xx	20%
22.	The delivery of lessons during orientation and refresher courses is mostly done by the lecture method.	90%	Xx	10%
23.	Resource persons mostly employ lecture methodology during contact classes.	90%	05%	05%

**Conclusion:**

Schools, colleges, universities and other teaching organizations use a diverse set of ICT tools to communicate, create and disseminate, store, and manage information. In this context, ICT has become integral part to teaching learning interaction. The use of ICT Tools has replaced chalkboards with interactive digital whiteboards and using one's own smart phones or other devices during class time. The results of this study show that Resource persons lack proper attitude towards technology, they also lack efficiency in implementing new teaching techniques. Resource persons are not in habit of reading journals, magazines and there is also lack of navigational skills among them. Government is not conducting any orientation programmes and Refresher courses for Resource Persons regarding Information and Communication Technology. The frequent power cut hinders the use of technology and Resource persons find it

difficult to operate electronic gadgets. Therefore, Resource persons mostly employ Lecture methodology during Teaching Learning process.

In order to make the Resource persons digitally sound and smart, Government should conduct the refresher programmes/orientation programmes, awareness camps to train them how to use new technologies in real classroom setting. When resource persons are digitally literate and trained to use ICT, it can lead to higher order skills, provide creative and individualized options for resource persons to express their understanding, and leave these resource persons better prepared to deal with ongoing technological change in society and workplace. To exercise economy of words the table is self-explanatory.

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