

## The Use of ICT in Teaching of Social Science: A Study

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### Abstract

ICT stands for Information and Communication Technology and defined as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. ICT is divided into two main approaches in education such as; ICT for education and ICT in education. ICT for education implies the development of information communication technology for learning and teaching purpose while ICT in education involves the adoption of general components of information and communication technology in practical use in teaching and learning processes. The purpose of this study is to explore the scope and nature of the pedagogic use of ICT in teaching of social science in schools. In the present study the data was collected from eight private schools of Delhi. The data collection methods were document analysis, observations of teachers during their regular teaching and semi-structured interviews with the research participants. From this study, it is clear that although a majority of schools have effectively implemented the usage of ICT in regular teaching, there are still schools which are not using ICT.

### I. Introduction

ICT has the potential to be used as a supportive educational tool enabling students' learning by doing. ICT can make it possible for teachers to engage students in self-paced, self-directed problem-based or constructivist learning experiences; and also test student learning in new, interactive, and engaging ways that may better assess their understanding of the content.

Technology has long been used as a support for learning, for instance, the use of radio, film, film strips and so on. During the past several decades, however, the advancement of technology has led to comprehensive meeting and teaching via more advanced technologies like audio conferencing, video conferencing and online management systems. These new technologies are rapidly changing the face of education. In this changed educational environment it is essential to develop design principles and a process that will lead to effective educational experiences. These effective practices should include: a) access, b) learning effectiveness, c) faculty satisfaction, d) learner satisfaction and e) cost-effectiveness.

#### 1.1 ICT in Social Science Classroom

When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life. The effective integration of ICTs into the social science educational system is a complex, multifaceted process that involves not just technology.

Technology can be used in many ways to advance teaching and learning of social science. Presentation technology, like Power Point, can be used to support classroom activities. Interactive exercises and multimedia may be delivered via the World Wide Web, E-mail, discussion boards and chat offer options for communicating electronically between teacher and student or student- to- student.

## II. Research Objective

The objective of the research is to study the usage of ICT in social science classroom.

## III. Research Design

This study has been designed in qualitative paradigm. The data was collected from nine private schools of Delhi. The data collection methods were document analysis, observations of teachers during their regular teaching and semi-structured interviews with the research participants. All recorded information was reviewed several times to formulate outcomes. On the basis of data analysis, findings were highlighted.

## IV. Research and Discussion

During the regular classroom teaching the usage of ICT in social science classroom was observed and the information regarding the different schools is listed below:

### School: A

Sr. No.	Base	Observations
1	Number of Smart Boards	All classes from sixth onwards had educomp smart boards installed.
2	Frequency of use	Smart boards were used on a regular basis.
3	Notes or Board Writing	They made use of the smart board even for board writing and saved the notes in a separate folder date wise. They also made use scanner for giving out notes.
4	Educational Videos	The students were shown videos related to the topic at the end of the chapter and also for revision purposes.

### School: B

Sr. No	Base	Observations
1	Number of Smart Boards	All classes had edumax smart boards except for the senior classes.
2	Frequency of use	The smart boards were not used very often. But in primary classes junior students used

		to watch movies on a regular basis.
3	Notes or Board Writing	Notes were given in traditional method and the teaching method used in the school was lecture method.
4	Educational Videos	Students were made to watch educational videos rarely that too in lower classes.

**School: C**

Sr. No	Base	Observations
1	Number of Smart Boards	Smart boards were installed from sixth to eighth standard and each standard had two rooms with the smart boards. The students used to rotate the classes in order to use the smart boards.
2	Frequency of use	The smart boards were used frequently (at least once a week).
3	Notes or Board Writing	Notes were given in traditional dictation manner.
4	Educational Videos	The students were made to watch videos related to topic and also movies for value inculcation.

**School: D**

Sr. No	Base	Observations
1	Number of Smart Boards	From sixth to eighth standard only two classes in each standard had smart boards and from ninth standard onwards all classes had smart boards.
2	Frequency of use	Smart boards were used frequently.
3	Notes or Board Writing	Notes were given in traditional manner.
4	Educational Videos	Educational videos related to the topic were shown to students at the end of the unit and some teachers used mikes for speaking.

**School: E**

<b>Sr. No</b>	<b>Base</b>	<b>Observations</b>
1	Number of Smart Boards	All classes had the smart boards installed in every standard of the school.
2	Frequency of use	Smart boards were frequently used.
3	Notes or Board Writing	Notes were given via educomp smart boards.
4	Educational Videos	Educational videos were shown to students depending upon the topic.

**School: F**

<b>Sr. No</b>	<b>Base</b>	<b>Observations</b>
1	Number of Smart Boards	All classes had educomp smart boards installed in classrooms.
2	Frequency of use	Smart boards were frequently used.
3	Notes or Board Writing	Notes were given via smart board
4	Educational Videos	Educational videos related to the topic were shown side by side the chapter used to progress.

**School: G**

<b>Sr. No</b>	<b>Base</b>	<b>Observations</b>
1	Number of Smart Boards	All the classrooms had smart boards installed in them.
2	Frequency of use	Smart boards were frequently used.
3	Notes or Board Writing	Notes were given via smart board.
4	Educational Videos	Educational videos were shown to the students for the introduction of new topic in the class.

**School: H**

Sr. No	Base	Observations
1	Number of Smart Boards	All classes had educomp smart boards installed in each classroom.
2	Frequency of use	Smart boards were used on a regular basis.
3	Notes or Board Writing	Notes were given both via smart board and traditional method.
4	Educational Videos	Videos were shown for introduction of new topic and also during the topic.

**School: I**

Sr. No	Base	Observations
1	Number of Smart Boards	No smart boards were present in the classrooms. Projectors were installed for ICT purpose.
2	Frequency of use	ICT tools were not at all used. The computer labs were never used. Students had no idea as to how to use the computers.
3	Notes or Board Writing	Notes were given in traditional manner.
4	Educational Videos	Videos were never shown as there was no electricity and lack of internet.

**4.1 Conditions in Private Schools of Delhi related to use of ICT in teaching of Social Science**

From the above mentioned information we can say that a lot of schools in Delhi are making use of ICT or ICT based tools in order to enhance education and the process of teaching. With the growing technology and abundance of computers at affordable rates has enabled many schools to invest in this progressive step taken by the education department of the state.

Many schools use educomp on a daily basis and if not daily they are at least used on a weekly basis. Most schools show audio visual aids at either the end of the topic to sum up the topic or at the beginning in order to introduce the topic to the students. Regular use of ICT in classroom has made the work of both teachers and students easier. Not only this, ICT has reduced the communication gap between the parents and the teachers. The classroom teaching has become more interesting and also saves a lot of time.

Although a majority of schools have effectively implemented the usage of ICT in regular teaching, there are still schools which are not using ICT. There are a number of reasons for not utilising the ICT aids. Some of them include shortage of electricity or power back up in the school, lack of teacher training in handling computers, issues concerning equal access, rigidity in school policy and so on. This in turn is slowing down the learning capacity of students. The usage of traditional teaching methods is hampering the growth of students.

But on a macroscopic level it is observed that a majority of schools in Delhi are making use of ICT in teaching and with progression of time the quality of technology is also improving. With strict government policies and more awareness and proper teacher training programs can effectively help in making usage of ICT from a dream into a reality.

#### **4.2 Shortcomings/ issues related to use of ICT in teaching of Social Science**

Some of the issues related to ICT based education are listed below:

- Issues of cost
- Lack of adequate power back up
- Issues of equity of Access
- Sustainability issues
- lack of teacher training in handling computers
- Rigidity in school policy

#### **V. Conclusion**

ICT is becoming a need of the hour in education and specifically social science. Social science involves a lot of illustrative topics which involves the use of teaching aids for better understanding of the concept at the student level. ICT is the best tool for making the learning more interesting and effective. In order to implement ICT in education properly, proper use of ICT and teacher training is required. Most of the schools in Delhi are implementing ICT in imparting education but still there are schools within Delhi which lack infrastructure, power back up and proper training. Proper implementation of government policies and CBSE guidelines should be followed in order to achieve the goal of imparting education in a more learner centred environment.

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