

Use Of Ict In Planning, Teaching & Evaluation: With Special Reference To History Teaching Methodology

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ABSTRACT:

21st century is considered to be a technological and digital era. The society is changing and developing from time to time. Today's generation is computer- based generation. And as a part of this generation, we need to adopt technology in different spheres of life. Diverse sectors such as agriculture, industry, banking, marketing, finance have adopted and integrated technology as a part of their work culture. Educational sector cannot be separated from this. Educational Technology, E- Learning, ICT based learning have been a revolution in the field of education. In modern time many schools and higher educational institutes have adopted and integrated ICT based learning as a part of their teaching learning process. This has provided us with a broad scope to change our paradigm of learning and also to develop quality approach towards education. The process of teaching does not only cover the actual classroom teaching but it also requires a proper planning, execution and evaluation as a part of post teaching activity. Many subjects such as Mathematics, Science have shifted more towards ICT based learning rather than traditional methods. The ratio is comparatively low for social science subjects like History, Geography, Political Science, Economics etc. The above paper aims to study the use of ICT in planning, teaching and evaluation process with special reference to History teaching methodology.

KEYWORDS: ICT, Planning, Teaching, Evaluation

1.0. INTRODUCTION:

Learning is considered to be a lifelong process. At the early stage of learning a child learns by using different senses. It includes visual, auditory, taste, smell and touch. As the child grows old the skill of language starts developing. By the use of the language the child develops communication skills which acts as an important ingredient in the learning process. He interacts with his family members and later on with his teacher at school. This process of communication plays a very important role in teaching- learning process. Teacher communicates with child to teach several subjects like Science, Mathematics, History, Geography, Languages and so on. Learning takes place generally in traditional classroom setting with face-to-face interaction. The methodology adopted by the teachers to teach these subjects is lecture method. This is basically a teacher- centred method. It is supplemented by using several teaching aids like pictures, charts, models and so on.

Modern era of 21st century is also known as the age of Information Technology which is also referred as IT. Under the initiative of Digital India every mean of livelihood is associated with IT. And Education is no exception to it. Today there is an emergence of educational technology in schools and colleges. Many teachers are shifting their focus from traditional teaching methods to modern teaching methods. They are using more of Audio-Visual Aids, Multimedia Presentation, Flipped Classroom, Virtual Labs and so on. ICTs are making dynamic changes in the field of education leading

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to increase the quality in education. ICT is not only limited to physical devices like computers, overhead projectors, smartboards, laptops, television, radio etc but it is much more.

The word ICT is nothing but Information and Communication Technology. The basic idea of ICT is to inculcate technology to perform one's day to day tasks. There are many different research scholars and research organizations who have tried to study the concept of ICT and put forth different definitions about it based on their study. UNESCO tries to define ICT as:

"Diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players and storage devices) and telephony (fixed or mobile, satellite, vision/video-conferencing, etc.)."^[1]

In the above definition UNESCO is giving more stress on different tools which are a part of ICT to make it as a whole. Modern teaching fraternity is considering PowerPoint presentation as an only mean of ICT in Education. But ICT is more than that. It covers wide range of topics such as create, storage, exchange, collaborate and so on which is explained by UNESCO in the above definition.

Globally research scholars and tech enthusiast are trying to explore more tools in the field of ICT. According to the Encyclopaedia of Computer Science,

"Information Communication Technology (ICT) is an imprecise term frequently applied to broad areas of activities and technologies associated with the use of computers and communications".^[2]

In the above definition Encyclopaedia of computer science leads more stress to explain the concept of ICT with the use of computer and other electronic devices to carry out different tasks and activities.

ICT has brought a drastic change in each and every sphere of life. Education is not exception to it. The integration of Education and Technology can be traced in history. Several devices and educational channels have played massive role in the development of a child. Radio, Television, Films, Doordarshan, Cassettes are some of the common examples. Many programmes related to science, arts, history, culture were broadcasted and streamed which served as a supplementary material for learners to enhance their knowledge. From the above discussions we can get an overview to ICT and its integration in education. There are several objectives of ICT. Some of the objectives include: -

1. To promote lifelong learning.
2. To bring innovations in teaching learning process.
3. To enhance technological knowledge and literacy among learners.
4. To provide up to date information.
5. To provides flexibility in learning.
6. To promote collaborative learning.

National Education Policy (NEP 2020) is emphasizing more on integrating ICT in education. Many schools have adopted ICT tools to conduct their teaching learning activities. But if we compare data about usage of ICT in different subjects or discipline, we can see that the use of ICT in subjects like mathematics and science is comparatively more than other disciplines. Subjects such as Mathematics, Science integrate ICT in all spheres like planning, teaching, assessment and evaluation. But social science subjects such as History, Geography, Political Science, Economics are making use of ICT while only during classroom teaching. These involve only the use PowerPoint Presentation and slide show. Subjects like History should also emphasis more on making use of ICT. ICT promotes holistic development of the child. So, it has become important in planning, teaching and evaluation of a learner in subjects like History and Political Science.

2.0. OBJECTIVES OF THE STUDY:

1. To study about the different ICT tools used in methodology of teaching History.
2. To study how ICT is used for Planning, Teaching and Evaluation in Education.
3. To know about the role of ICT in Education.
4. To gain familiarity with several E- Resources in Education.

3.0. STATEMENT OF PROBLEM:

This study aims to understand and find out the "Use of ICT in Planning, Teaching & Evaluation: With Special Reference to History Teaching Methodology".

4.0. METHODOLOGY:

The methodology adopted for this study is completely based on secondary sources such as books, e-books, research articles from different journals.

5.0. REVIEW OF LITERATURE:

There are several different research scholars who have tried to study the concept of ICT and given different conclusions based on their findings. Priya Anya (2018) ^[3] noted that with the help of ICT in schools, critical thinking, problem solving ability, collaborative work, value based learning and continuous learning can be inculcated for the growing economy.

Ravinder Kaur (2018) ^[4] in his research on '*Role of ICT in Quality Education in India*' noted that the use of ICT will enhance the learning experiences for children, helping them to think and communicate creatively.

Though many researchers consider ICT integration is an effective tool for enhancing quality education some have different conclusions. Martin Banda (2020) ^[5] conducted a study on '*Views of Teachers towards ICT Integration in History*' in which she found that teachers perceived ICT integration in the education sector negatively. The study revealed that most teachers in the study area were not using the available ICT facilities because of lack of training in ICT mediated methodologies and this could have influenced the way they interpreted, regarded and understood the integration of ICT in History subject.

From the above literature reviews, this article will explore how ICT could be integrated in the Methodology of Teaching History, the benefits and how ICT integration will help to make this subject and discipline area more interesting for students.

6.0. ANALYSIS AND DISCUSSION:

History is considered to be one of the important subjects in the school academics. In general, it can be defined as the study of past. It tells about different things from its historical context. It helps us to inquire and investigate what happened in past, when it happened, how it happened, why it happened and so on. It allows us to study social, cultural, political, economic situation of ancient society. It also helps a person to gather, collect and study information through evidences such as buildings, manuscripts and other sources from the past.

With the aim to teach students about their own past, History teaching was introduced in schools. Learning History allows a student or a learner to know about their past and relate with the present. It also allows learners to analyse how society changed and evolved over a period of time. Learners are involved in scientific analyses of past records and evidences to get clear cut image about the happening or event. The study of History not only include the study of past events but it also involves study of different social groups, communities and compare it with present situations.

In India, History is being taught as a school subject from a long time. It is introduced in class VI in secondary schools. After class X it is continued in Arts stream and later on in graduation and post-graduation in many universities. History teaching methodology can be considered both rigid and flexible in nature. It is considered rigid because the teaching methods in history have not been completely evolved over a period of time. In most of the schools across India, History is thought using lecture method. It is considered as teacher centred method wherein the role of teacher is active and role of student is passive. History teaching is flexible because over the period of time it has developed several innovations with respect to teacher support system or learning materials. It is shown in the diagram below.

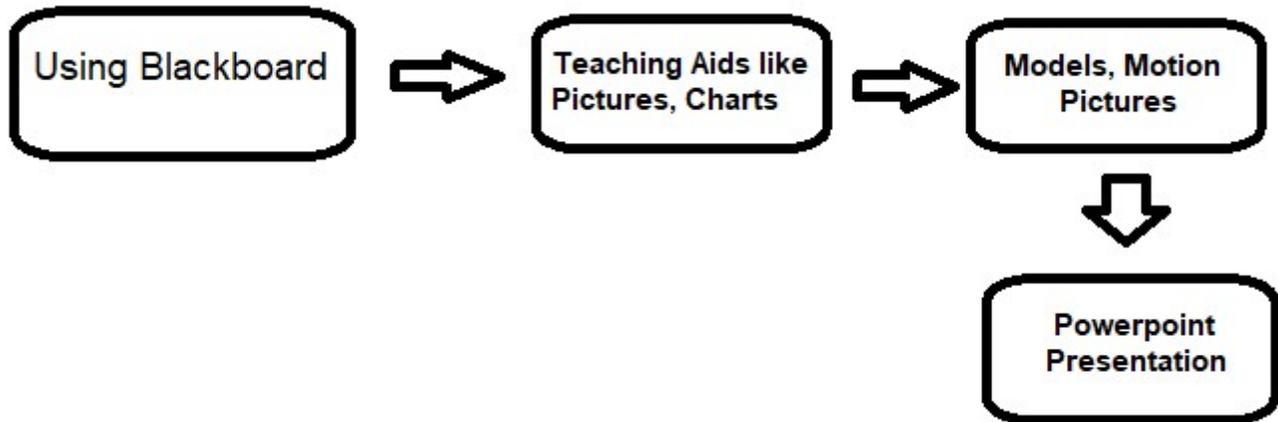


Figure 01: Timeline of Teaching Aids used to teach History

Today in 21st century many subjects such as Mathematics and Science have adopted ICT integration in their teaching methodology. History has also started to adopt this integration. After the emergence of educational technology many new methods were adopted in History teaching methodology. It involved the use of computer technology and projected aids. Some of it include PowerPoint Presentations, Audio Cassettes, Visual Aids etc. But ICT is not limited to this much. It is much more. Teachers need to use ICT at different levels of teaching. It should be done at three stages which include

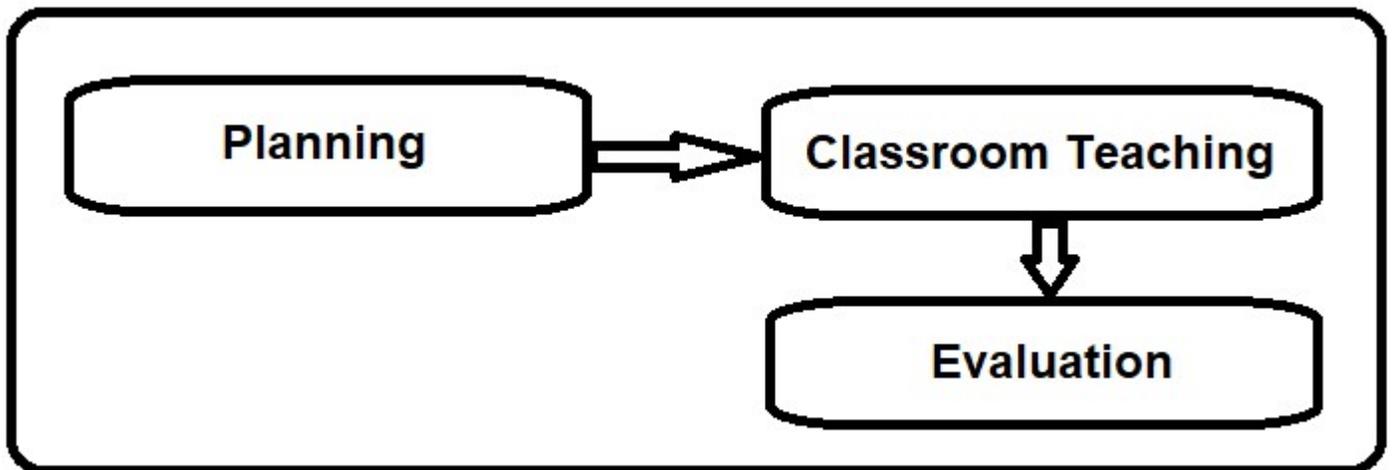


Figure 02: Three important stages of teaching

6.1. USE OF ICT IN PLANNING:

Planning is considered to be one of the important acts before conducting any activity. Whenever we wish to conduct any activity such as picnic, excursion, birthday party, family function we first plan those activity. Similarly in Education planning is important at every point of time. Teacher needs to plan his/her lesson before executing it. It is also called as Lesson Planning. Lesson Planning include learning objectives, pedagogy, teaching aids, evaluating tools and so on. The traditional method used for lesson planning was paper pen based. But the ICT integration have completely changed the method.

ICT is considered as one of the important tools in planning stage of the lesson. In India some History teachers have shifted to ICT integrated planning rather than traditional paper pen-based method. They use different tools to plan their lessons. The stages of planning may include

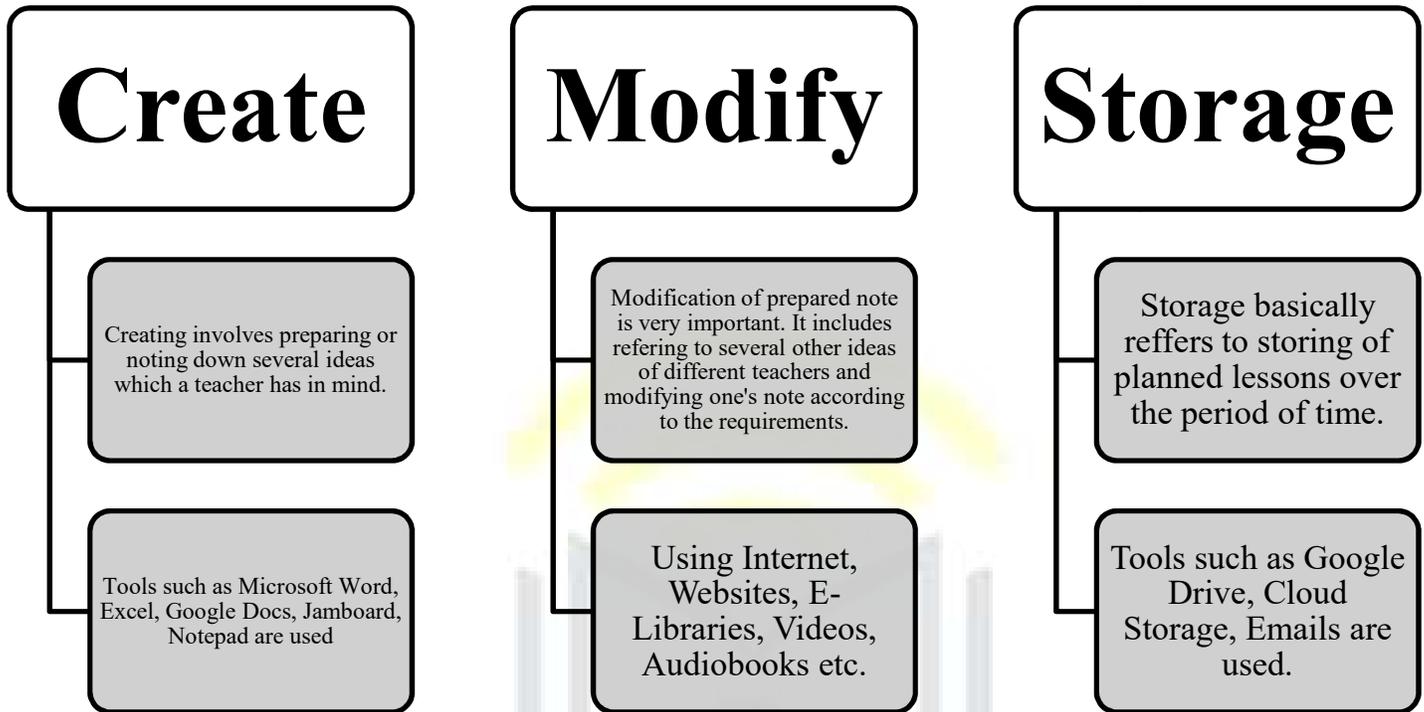


Figure 03: Stages of Lesson Planning using ICT

ICT integration in planning will prove very beneficial in several ways: -

1. Internet can be used to gather information about the recent trends in lesson planning.
2. Teachers can also upload their own lesson plan on the Internet.
3. Several tools such as Word, Excel, Notepad can be used to carry out lesson plans.
4. Unit portfolios and Annual plans can be well organized and managed for many years without wasting paper.
5. Different types of activities could be integrated to carry out teaching in an effective manner.

6.2. USE OF ICT IN CLASSROOM TEACHING:

Classroom teaching is considered to be a very important process in teaching learning activity. It is basically conducted after the planning stage. Teacher can use several methods to teach a lesson in the class. It includes lecture method, demonstration method, group discussion method and so on. Classroom teaching may involve several steps which includes: -



Figure 04: Steps in Classroom Teaching

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The teacher begins the class with Set Induction. It refers to setting up of climate to teach the lesson. It includes asking questions to test previous knowledge, tell story, show pictures to describe and so on. Development refers to beginning of the new idea or concept. It includes explanation, concept clearing, using of teaching materials and so on. Evaluation is basically testing of knowledge to check whether student have understood the topic or not. It includes asking questions, worksheets etc.

Integration of ICT in classroom setting will increase quality of formal and informal education. Teachers can use several tools to teach their lesson in much more effective and interesting manner. The concept of smart classroom is on emerging trend in Indian schools. Installation of smart boards and interactive panel is spreading digital literacy among teachers as well as students. Teachers can make use of these interactive panels to teach various concepts of history like Mughals, British, Caste System, Freedom Movements and so on. Blended or hybrid method could also be followed to carry out teaching in an effective manner. Various chapters of History could be screen recorded and modules for each chapter could be prepared. This will act as follow up activity for teachers and revision lectures for students. Google Classroom, Smart Boards, Jam board, Virtual Reality, 3D Historical Videos, Artificial Intelligence, Virtual Labs could be some of the important tools which can be used in classroom teaching.

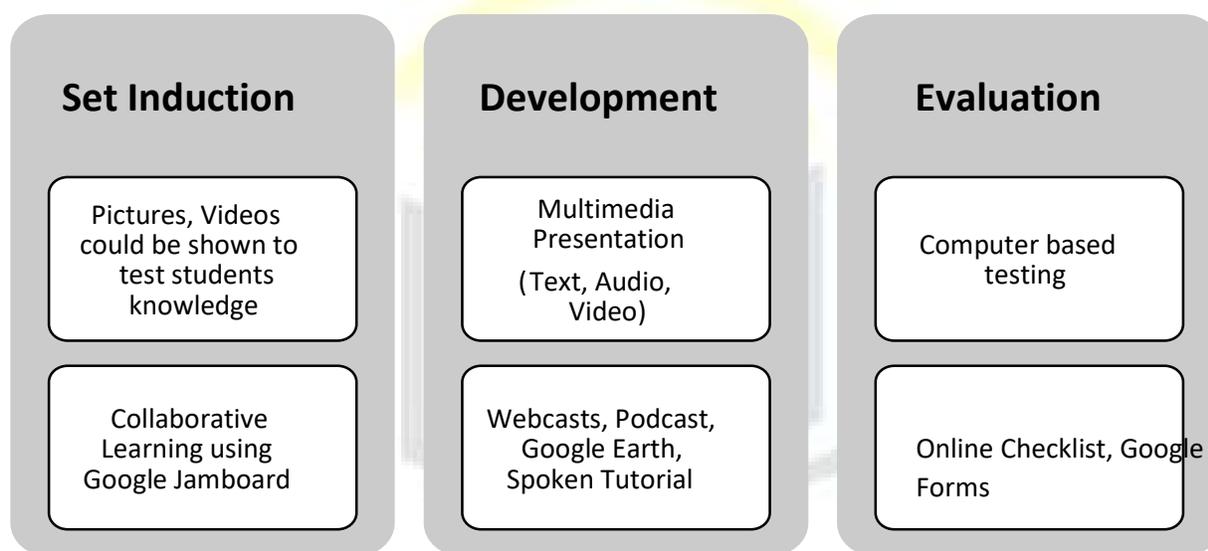


Figure 05: Classroom Teaching using ICT

Use of ICT in teaching History will prove several benefits. It includes: -

1. It will make History teaching more active and interactive.
2. It will make learning History more interesting.
3. History teachers will be more up to date with the latest technological tools and new innovation in classroom teaching.
4. Students will able to develop communication skills and problem-solving skills.
5. It will help to develop constructive based learning and knowledge creation which will promote new research in the discipline of History.
6. Integration of ICT in classroom teaching will promote self-directed learning among students.
7. It will also promote digital literacy among teachers and students.
8. It will also increase commitment in learners.

6.3. USE OF ICT IN EVALUATION:

Evaluation is one of the most important elements in teaching learning process. Evaluation is a systematic process of collecting, analysing and interpreting information to determine the extent to which pupils have achieved instructional objectives. It is also used to find the effectiveness of instructional strategies used by the teacher. In the current scenario, paper- pen based evaluation are conducted in most of the schools in India. In this, students are expected to write

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answers on a white paper and submit the same manually to the teacher. The teacher will then correct the papers and give appropriate marks to the students. This method is conducted in group setting. But the teacher finds its very difficult to give feedback to each and every learner. Because of this student is unable to correct and learn from his/ her mistakes.

The ICT integration could be a very helpful tools for teachers and learners in the process of Evaluation. In India many competitive exams are conducted using computer. These are basically called computer-based testing. History teachers can make use of such testing to allow students to develop their aptitude, reasoning skills, and critical thinking skills. This kind of testing will also allow students to get immediate feedback and get to know their mistakes. As a part of Formative Evaluation, History teachers can also conduct History Quiz through online testing platforms such as Google Forms which will allow students to stay in touch with the topics taught by the teacher in the class. Several other Audio- Visual Evaluation tools could be used for students who are differently abled and students with learning disability.

Using ICT in Evaluation will prove several benefits which includes: -

1. It will lead to professional development of a good History teacher.
2. Gives flexibility to select different evaluation tools for different students including students with learning disability.
3. Increases quality of education.
4. Allows learners to obtain immediate feedback.
5. Makes easier for teachers to keep records of grades when preparing progress report card.

7.0. CONCLUSION:

ICT has influenced every sphere of life. People are making use of ICT in different domains including Education. ICT allows teachers to stay up to date with latest technological resources and trends in education. Teachers are making use of Laptops, Smart Boards, Interactive Whiteboards in classroom to teach. But the method of teaching is still rigid in subjects like History. It should be flexible. Though teachers are making use of ICT resources, they still stick more to textbook. Several resources such as E- books, Multimedia Aids, Flipped Books should be used to teach.

Teachers in India are making more of ICT during classroom teaching to teach History. But they are restricting them to PowerPoint Presentation. PPT is just a smaller portion of ICT. Integration of ICT should be in every aspect of teaching. It starts from Planning till Evaluation. Today Continuous and Comprehensive Evaluation (CCE) provides holistic and all-round development of student. In modern time History is not only limited as subject but it a medium to gather information and data about our past. So many teachers adopt innovative methods like role play, debates, group discussion, panel discussion, students' presentation etc.

Integrating ICT in History teaching Methodology will make this subject more interesting. It will promote joyful learning experience for the learners. Students will be actively involved resulting in classroom interaction and discussions. It will allow learners to express their ideas and viewpoints. It will develop problem solving skills among students. It will increase effectiveness in teaching- learning process leading to promote tech- based learning. Students will grasp the concept faster through ICT integration rather than traditional lecture method. Finally, students will develop critical and analytical thinking ability which will promote high quality research in History.

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