A Vision-Information and Communication Technology Enabled Teaching: An Illusion or Reality

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With a whole new array of technological developments in and around the world, the Technology means are the strongest way to stay connected and relevant. As far as teachers are concerned, technology enabled teaching environment can positively reinforce their teaching methodology. This study assesses the technology perception among the teachers of government and aided schools in Kerala by examining the availability of ICT aides and teachers' current usage of ICT in the teaching-learning processes, and also closely examining the variation of teacher perception with changing demographic dimensions like age, gender, qualification, training as well as receipt of reward for ICT use. Though research studies have been done in evaluating the effectiveness of Information and Communications Technology-enabled education in several parts of the world, minimal studies have been conducted with regard to Kerala, India. In the light of IT @ School project, an initiative by the Government of Kerala, it is highly relevant to do this study for evaluating the teacher's views on ICT integration in curriculum delivery.

A conclusive research design was used to analyze the teacher perception on Information and Communications Technology enabled education. Since the study focused onto the evaluation of teacher perception, a qualitative research approach was best suited and opted for the study. By convenience sampling, a sample of 71 Government (or Aided) High School teachers, were selected from a district in Kerala, India for the study. Data for the study was collected using a questionnaire. From the study, Information and Communications Technology tend to greatly improve their teaching efficiency. Also, the teacher perception on ICT usage was found to vary with the gender, qualification, training and receipt of incentives for ICT use.

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