

**e-Discussion on UN Solution Exchange ICT for Development and Education
Communities**

Consolidated Reply of the 1st Query:

**Query: *Framework for ICTs in School Education: Content and Quality Issues –
Quality in School Education*
(16.4.08 – 25.4.08)**

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Moderators Note: The first topic of the e-discussion on the Framework for ICTs in School Education covered Investment issues, and drew insightful responses, read the summary at the following link http://www.solutionexchange-un.net.in/ictd/e-discuss/ediscuss02/summarytopic1_01040801.pdf (Size: 25.5 KB). We thank all ICT for Development and Education community members for your valuable comments and inputs.

This e-discussion has been grouped into three broad areas: The first discussion covered investment issues. The second discussion will cover content and quality issues. The third discussion will cover programme delivery issues, and address the topics of Public-Private Partnerships, and Monitoring and Evaluation.

We present you the next topic, **TOPIC 2: Content and Quality** and look forward to your active participation. We encourage you to broaden the discussion to your contacts in NGOs, schools, government, local authorities, private sector, and other non-members who you feel would have something to contribute.

We propose to run the second e-discussion to solicit suggestions and insights on content and quality issues addressing the subjects of **e-content, quality in school education, and innovation and research**. Once again members may please refer to <http://www.solutionexchange-un.net.in/ictd/cr/res28030801.doc> to understand the process of this series of consultations.

Issue	Question 1	Question 2	Question 3
Quality in School Education	Suggestions on enhancing the quality of teaching-learning process through the use of ICTs? Are there any impact studies/good practices that we can learn from?	Suggestions on enhancing the quality of teaching-learning process through the use of ICTs? Are there any impact studies/good practices that we can learn from?	Key challenges in ensuring quality in education delivery using ICTs?

Response List: 4 responses were received on the thematic area Quality in School Education from 16.4.08 to 25.4.08. Input on the topic was received from both the ICTD and Education communities of UN Solution Exchange.

1. Anindya Kumar Banerjee, Panchayats and RD Department, Government of West Bengal, Kolkata
2. Anindya Kumar Banerjee, Panchayats and RD Department, Government of West Bengal, Kolkata
3. A Prabakaran, Public Action, New Delhi
4. M V Ananthkrishnan, Developmental Infomatics Lab, KReSIT, IIT Bombay, Mumbai

Response 1

Anindya Kumar Banerjee, Panchayats and RD Department, Government of West Bengal, Kolkata

1. Suggestions on enhancing the quality of teaching-learning process through the use of ICTs? Are there any impact studies/good practices that we can learn from?

VIEWS: There are good amount of content for trainers too but they need to be authenticated by the respective boards before delivery. Project Siksha from the #1 software company Microsoft Train the Trainers can be a good example where a lot of teachers are trained to use ICT for delivering best results

2. Key challenges in ensuring quality in education delivery using ICTs?

VIEWS: I am sure all members will agree that to ensure quality we need to rethink of a good trainer who has a good earning to deliver good things in a good way. Or else we need to insentivise the education delivery system so that the trainers deliver the best to achieve the best pay cheques. I see no other way to get things delivered may be there are a great number of motivated, dedicated teachers but not more than 5% in a school in rural areas and hence they do tutions to make ends meet after all let us remember one fact "Middle Class are the people who look for jobs mostly and in India they live Hand to Mouth thinking of what they would eat the next day/week/month"

Response 2

Anindya Kumar Banerjee, Panchayats and Rural Development Department, Government of West Bengal, Kolkata

Quality in School Education - The basic motive behind introducing this pillar is to educate but at what price of course not the "Quality" the pillar needs to have many guardians to keep a check on the quality of education delivered at each of the delivery points:

1. the class room
 2. the computer labs and
 3. the homes (where parents would discuss what they have in mind once they are involved in the determination of quality checks)
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Response 3

A Prabaharan, Public Action, New Delhi

The use of ICT in education is a vital process in today's world. It is very fast moving with changes coming in every minute. To produce better results with e content we need to keep our eyes and ears on ground constantly. What is important today is not relevant tomorrow. In this amazing change world of cyber innovations the challenges to deliver e content are many.

Since 1998, I have been involved with a multi-national higher education project. This is known as M.A Global Studies programme www.gsp.uni-freiburg.de offered by Albert Ludwig University of Freiburg , Germany with University of Natal, South Africa and Jawaharlal Nehru University, New Delhi. It was one of the first programmes to offer P.G degree with startup through Internet. The foundation for this degree was laid through Net chat.

From my experiences of the past 10 years in this programme, I can suggest the following:

1. Current world order is all about fascination. One has work to cater to the tastes of e-content recipients
2. The delivery should be followed up with phone call or letter. The popular expectation of e communication is not working to the level of estimation by scholars
3. Allow the students especially in government schools and rural schools to play with the computer internet. Hole in the wall project of NIIT www.hole-in-the-wall.com/ clearly demonstrates that even illiterate students can become experts in cyber surfing through carefree playing in the Net
4. To put it in our words, speed, innovation, followup and targetting the needy should be the hallmark of your efforts

Response 4

M V Ananthakrishnan, Developmental Infomatics Lab, KReSIT, IIT Bombay, Mumbai

1) Suggestions on enhancing the quality of teaching-learning process through the use of ICTs? Are there any impact studies/good practices that we can learn from?

Technology in the form of courseware, videos, virtual worlds and real-life experiences can all enhance the teaching-learning process. This can be made possible by

- (a) Disciplined usage of ICT in the regular classroom teaching by the teacher (showing simulations, animations, videos)
- (b) Getting students to revise or prepare for lessons, by going through ICT-based courseware
- (c) Getting students to interact with the computer and learn/revise
- (d) Getting students to see videos of real-life examples of science in action...followed by an instructor-led session where questions are asked on relevant phenomena/examples seen in the video.
- (e) Taking students on field trips and getting them to write down/identify real-life examples of concepts taught in class
- (f) Getting students to carry digital cameras/videocams and snap up pictures of natural phenomena...as examples of concepts/principles taught in class. Value could be added by asking the students to develop a picture-story. Worthy attempts could be suitably rewarded and possibly shared between schools.

The IIT Bombay project with the Children of Nomadic Tribes in Maharashtra is atypical example of educating the children through the environment and using INTERACTION, PARTICIPATION and IDENTIFICATION.

2) Key challenges in ensuring quality in education delivery using ICTs?

The key challenges are:

- (a) Integrating ICT without disturbing the “existing” fabric of teaching in the schools
 - (b) Making ICTs inclusive in traditional teaching
 - (c) Ensuring that teachers maintains control of the class and does not become a “slave” of ICT
 - (d) Ensuring that the use of ICT add value to the teaching and transfer of knowledge
 - (e) Ensuring that ICT is not used for trivialities and... in no case leading to confusion!
 - (f) Phenomena that could be shown live...should never be simulated/animated!
 - (g) Advising students on the use of ICT-based solutions as opportunities for revision, reinforcement and preparation for a subsequent class.
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