Job of Technology in Indian Education
Asst.Prof. Anuj Kumar Shah
Dept. of Education
Jaipur University
Jaipur, Rajasthan, India

Abstract - There is a developing expansive accord the world over about the advantages that can be conveyed to training framework through the fitting utilization of advancing data and correspondence advancements. The scope of conceivable advantages infested essentially all territories of movement in which learning and correspondence assume a crucial job. It is included from enhanced instructing and learning procedures to better understudy result, expanded understudy commitment and consistent correspondence with educators and guardians. Today there is a noteworthy hole among information and aptitudes understudies learn in school and the learning and abilities that laborers require in work environments and networks. Businesses report that they require understudies who are proficient, having great good and hard working attitudes, can cooperatively work in group, have basic reasoning and critical thinking capacity, can lead a gathering of individuals and are talented in verbal and composed correspondence. This paper is to think about job of Education Technology in India.

Keywords - Education Technology, e-Learning, Education Technology in India. Etc.

I. INTRODUCTION
Education technology means that the employment of all reasonably trendy media and materials for increasing the educational experiences. Education technology is recommended by professional collectively of the potential means that of impairing education effectively and with efficiency. Previously, lecturers accustomed teach in rigid, formal and stereo-typed ways that. Education was then planned because the method of sending data and concepts. Student accustomed get by memory no matter was given by the teacher or textbook.

They typically couldn’t perceive what was instructed and were expected to breed at the time of examination. Pupils were silent audience and will not create any logical queries or freelance thinking of their own. Today, the scholar isn’t thought of as AN empty vessel to be stuffed in by facts and figures. They are now expected to use so many media and materials and to get learning experience from all sides. Education is regarded as a process of interaction and interpersonal communication. The modern teacher has to help, to guide and facilitate the learner’s development. The teacher has to inspire and motivate the young leaners and assist the adult learners in their quest for knowledge and skills.

Don Knee, the CEO of the International Society for Technology in Education, compares education without technology to the medical profession without tools. “If in 1970 you had knee surgery, you got a huge scar,” he says. “Now, if you have knee surgery you have two little dots.”

II. WHAT IS EDUCATION INNOVATION?
Innovation in instruction is characterized as a variety of apparatuses that supportive in propelling understudy learning and estimated in how and why people act. Instructive innovation is the examination and moral routine with regards to encouraging e-realizing, which is the learning and enhancing execution by making, utilizing and overseeing suitable mechanical procedures and assets. Instructive Technology depends on a wide meaning of “innovation” which critical the devices and the sources to upgraded, to build up the aptitude of the Education.

III. HISTORY OF USE OF TECHNOLOGY IN EDUCATION
Instructive innovation could be followed back to the development of early devices, e.g., artistic creations on give in dividers. Be that as it may, typically its history begins with the presentation of instructive movies (1900s) or Sidney Presser’s mechanical showing machines during the 1920s. The main expansive scale use of new advances can be followed to US WWII preparing of officers through preparing films and other intervened materials. Today, introduction based innovation, in light of the possibility that individuals can learn through aural and visual gathering, exists in numerous structures, e.g., spilling sound and video, or PowerPoint introductions. In the 1990s, there are an assortment of schools that have Computer-based learning (CBL) framework. They are every now and again dependent on constructivist and
intellectual learning hypotheses, these conditions concentrated on showing both dynamic and area explicit critical thinking learning. The 2000s development of various media and universal innovations which gave another motivation to arranged learning hypotheses favoring learning-in-setting situations. Understudies are currently experiencing childhood in an advanced age where they have steady presentation to an assortment of media.

IV. WHY INNOVATION IS UTILIZED IN EDUCATION INDUSTRY?

Financial analysts distinguish three factors that lead to development which depends on expanded human limit. Capital developing - the capacity of the workforce to utilize hardware that is more beneficial than prior forms Higher quality work - an increasingly proficient work constrain that can enhance monetary yield.

Technological development - the capacity of the workforce to make, convey, offer and utilization of the new learning. These three profitability factors fill in as the reason for three corresponding, to some degree covering, approaches that associate training arrangement with monetary advancement.

The Technology proficiency approach - Increasing the degree to which new innovation is utilized by understudies, subjects and the work drive by fusing innovation aptitudes into the school educational programs. The Knowledge developing methodology - Increasing the capacity of understudies, natives, and the workforce to utilize learning to enhance society and the economy by applying it to settle mind boggling, genuine issues.

The Knowledge Creation approach - Increasing the capacity of understudies, subjects, and the workforce to advance, deliver new information, and advantage from this new learning. "Our point was to empower far larger amounts of dynamic understudy commitment, where information is acquired by sharing, critical thinking and making, instead of by in active tuning in.

V. TECHNOLOGY AS INSTRUMENTS OF TEACHING

There is a unit numerous forms of technologies presently employed in school rooms. Among these are:

1. Computer in the classroom- Having a PC in the classroom is an advantage for any instructor. With a PC in the classroom, educators can exhibit another exercise, present new material, delineate how to utilize new projects, and show new data on sites.

2. Class websites and Wikipedia- There are assortments of Web 2.0 instruments that are as of now being executed in the classroom. Sites take into account understudies to keep up a running exchange, for example, a diary, contemplations, thoughts, and assignments that likewise accommodate understudy remark and reflection. Wikipedia, an online reference book, are more gathering cantered to enable numerous individuals from the gathering to alter a solitary report and make a genuinely communitarian and cautiously altered completed item.

3. Wireless classroom receivers- Noisy classrooms are a day by day event, and with the assistance of mouthpieces, understudies can hear their instructors all the more obviously. Understudies learn better when they hear the instructor plainly.

4. Mobile gadgets- Mobile gadgets, for example, tablet or advanced mobile phone can be utilized to improve the involvement in the classroom by giving the likelihood to educators to get input.

5. Interactive Whiteboards- An intelligent whiteboard that gives control to all individuals from the classroom by indicating whatever can be on a PC screen. This guide in visual learning, as well as it is intelligent so the understudies can draw, compose, or control pictures on the intuitive whiteboard.

6. Digital video-on-request- Digital video takes out the requirement for in-classroom equipment and enables educators and understudies to get to video cuts promptly by not using the general population Internet.

7. Online media- Streamed video sites can be used to improve a classroom exercise. Online investigation apparatuses: Tools that rouse contemplating by making considering increasingly fun or individualized for the understudy.

8. Digital Games- The field of instructive diversions and genuine amusements has been becoming altogether in the course of the most recent couple of years. The computerized diversions are being given as devices to the classroom and have a ton of positive criticism including higher inspiration for understudies. There are numerous different instruments being used relying upon the nearby educational committee and assets accessible available to them.

VI. EDUCATION TECHNOLOGY PROJECT IN INDIA

The Government of India in the Ministry of Education and Social Welfare understood the significance of Education Technology for Qualitative enhancement of training and incorporated the Education Technology Project in its Fifth Five Year Plan in 1971. This venture had four sub-plots as pursues. Setting up associate degree Education Technology Unit within the Ministry of Education and welfare. Establishing a Centre for Education Technology (CET) within the NCERT.
Assisting States for setting up Education Technology Cells and their projects on 100% premise. Strengthening a couple of instruction organizations for undertaking Education Technology Programs. As needs be, unit was begun in the Ministry since 1971 and a CET in the NCERT was set-up amid 1973. Training Technology Cells appear changed states from 1972-73 onwards. The Unit in the Ministry made all arranging, strategy making and giving assets to usage of the Educational task and the CET in the NCERT began working in the accompanying regions.


The Education Technology venture was considered as an expansive based and synergistic exertion among the Ministry of Education and Social Welfare, the Ministry of Information and Broadcasting, the Indian Space Research Organization and other concerned associations. It is underlined the significance of between organization co-appointment, methodical arranging, logical assessment and powerful usage. Operationally the plan tried to expand, the advantages of innovation to extensive gatherings, especially those in rustic territories. It went for enhancing the nature of training at all dimensions, to lessen wastage and stagnation and to present new strategies for educating and advancement.

As of late, Information and Communication Technology (ICT) for instruction, activity by UNESCO, led a broad conference to distinguish the skills that instructors ought to create to utilize innovation adequately in the classroom. It is essentially an umbrella term that incorporates all correspondence innovations, for example, web, remote systems, phones, satellite interchanges, computerized TV PC and system equipment and programming; and in addition the gear and administrations related with these advances, for example, video-conferencing, email and web journals and so on that give access to data.

- Lack of time in school plan for tasks including utilization of innovations. Lack of satisfactory specialized help for training establishments Insufficient instructor preparing openings are there
- Lack of information about approaches to incorporate advances to upgrade educational modules
- Education innovations incorporation isn’t a need
- Students and Teachers don’t approach the essential innovation at home
- There is likewise a negative aspects of new innovations utilized in training. Numerous moral inquiries and issues emerge with this utilization of the most recent innovations in instruction.
- The Copy and glue syndrome– Schools and colleges have an ever increasing number of issues with understudies who get ready expositions/venture/introduction by utilizing material from sites or web journals. Regularly, understudies simply duplicate snippets of data that look pertinent and glue them together, without now and then notwithstanding understanding them, not to mention referring to them.
- Distortion of the real world – When understudies are searching for some data on the site, they more often than not utilize an internet searcher. This will give them a positioned rundown of frequently fantastically many indexed lists. There is the genuine threat that their perspective of the truth is misshaped by the site, by the way that somebody with enough cash can impact what is composed or positioned
- Too much trust in the data found – When scanning for some data on the site under- studies will in general acknowledge what they have found as evident data, frequently without taking a gander at different sources and henceforth having no avocation to acknowledge the data without needing any proof.
- Loss of security and profiling – When understudies use administrations offered over the sites it is obvious to us that they are making regularly data about us known to the specialist co-ops. The circumstance gets substantially more convoluted if an organization has a lot of administrations with the goal that joining all the data that possibly can be removed gives an extremely natty gritty profile.

There can be no uncertainty that a few organizations are gathering data or profiles on clients, and on monetary significant improvements. This might be done through stealth as portrayed or from open interpersonal organizations where numerous people give away data that likely could be unsafe to them at some later stage.

VILDIFFICULTIES OF UTILIZATION OF EDUCATION TECHNOLOGY IN INDIA

Notwithstanding early execution of innovations in Education framework, India still faces getting teeth issue for the new advancements in instruction. Some of them are:

- Not enough or restricted access to PC equipment and PC programming in instruction establishments
VIII. CONCLUSION

Innovation can decrease the enormous exertion given by understudies to accumulate number of printed book and diaries for procuring learning and increment understudies’ attention on increasingly vital information gathering process. Similarly vital, innovation can speak to instruction in manners that assistance understudies comprehend most recent ideas and thoughts. The Education Technology likewise empowers educators to coordinate task based learning. With direction from viable instructors, understudies at various dimensions can utilize these devices to build information and create abilities required in current society, for example, introduction aptitudes and investigative abilities.

In the present time the instructor’s job in educating is facilitator. The educator needs to encourage the learning by furnishing understudies with access to innovation. The educators can discover the way to draw in understudies all the more effectively in learning and to take into account the different needs of various understudies.

IX. FUTURE OF EDUCATION TECHNOLOGY

In India, while instruction innovations seems to have been considered very important by many state governments and by certain private division activities, the vast majority of these projects are gone for planning understudies for the activity showcase. Likewise, the projects are programming a driven, i.e. they underscore the learning of an explicit arrangement of programming instruments. There is a dire need to demystify this innovation and de-underscore the learning of explicit instruments. Reasonable nonexclusive educational modules, where PCs are consigned to their due place as instruments, and where they expand the skylines of different subjects is an unquestionable requirement. To empower innovation in India, PC based taking in framework must be presented from the lesser dimension with the goal that the understudies move toward becoming PC adroit from extremely youthful age and are not scared of utilizing Education Technology when really required.

Affirmation

It is my pleasure to accept this open door to thank each one of the individuals who helped me straightforwardly or in a roundabout way in fruition of this paper. Not everything that I have gotten can be recognized with a couple of words, not everything that I recognize will soothe me from my dormancy. Be that as it may, notice perhaps made a couple of them like Dr. Sudhir kumar Sharma, Jt.director , Jaipur National University and Dr. Vishnu, Assistant Professor, Jaipur National University for coaching my paper. I am healthily ap-preciative to Mr. Abhishek Gehlot, for his steady consolation and trust in my thoughts. He was constantly accessible for exchange at whatever point I battled and constantly figured out how to direct me out of any circumstance when I discovered absence of any thought. I offer my tremendous thanks Dr. Vishnu, for his assistance to make this paper finish.

REFERENCE

[9]. Teaching with Technology, 2006, [10].