



International Conference on ICT for Education: Glimpse and Highlights

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CONFERENCE REPORT :

An International Conference on Information and Communication Technologies (ICT) for Education was held at the Department of Education, University of Delhi, Delhi (India) on 27th January, 2018 under the directorship of the Conference Director Vinod Kumar Kanvaria.

With the recent changes that have occurred in the field of education with respect to ICT and its use in this field, it has become necessary to deliberate upon the issues related to applications and implications of ICT for education. ICT is playing and can further a role in the field of education through its various aspects like teaching, learning, evaluation, supervision and management.

Now a days, as almost everyone in the educational field is struggling hard to cope with the changes that are occurring due to invasion of ICT at mass level, it has become almost a question of survival for teachers, teacher educators and stakeholders of the field of education. The learners are changing at an exponential rate and using ICT at mass level in their day to day life for various purpose hence the challenge has become still bigger to facilitate today's learners for teaching and learning using ICT. Whatsoever is the expertise of the teachers and teacher educators, the learners, now, have the supremacy to that knowledge to verify, to cross-check, to enrich, to update using ICT available at hand.

SIGNIFICANCE

It can't be denied that teachers, teacher educators, educational managers and stakeholders might be working and experimenting in their own way to accept this challenge and apply various strategies, solutions, ideas, novel activities in the field to cope with the situation arose due to ICT in education. Hence, there is a dire need to collect that specific knowledge from them and to disseminate and share it to the mass that are yet to establish themselves in this area of using ICT for teaching, learning, evaluating, managing and supervising in the educational system.

And, being one of the pioneer institutes in the field of education, it is the moral obligation of the Department of Education of the University of Delhi to provide a platform to the international educational fraternity for sharing and disseminating such recent developments pertaining to application and implication of ICT in the field. Hence, this international conference on ICT for education was planned and organized.

There were around 65 academics, who took part in this Conference. The International Conference Secretariat involved Department's Chairperson, Conference Director, Core Committee Members, Facilitators, Team Members, Departmental Support and Cleanliness Support.

OBJECTIVES

The major objective of the conference was to provide a platform to the international educational fraternity for sharing and disseminating recent developments pertaining to application and implication of ICT in the field of education.

The objectives, in specific, were as:

- to share and disseminate recent development pertaining to ICT for Learning
- to share and disseminate recent development pertaining to ICT for Instruction
- to share and disseminate recent development pertaining to ICT for Evaluation

- to share and disseminate recent development pertaining to ICT for Educational Supervision
- to share and disseminate recent development pertaining to ICT for Educational Administration
- to share and disseminate recent development pertaining to ICT and Policies

Sub-themes

Sub-themes for the presentations in the Conference were ICT for Learning, ICT for Instruction, ICT for Evaluation, ICT for Educational Supervision, ICT for Educational Administration and ICT and Policies.

PROGRAMME SCHEDULE

Timings in IST	Activity
9:00 am– 9:30 am	Registration and enjoying beauty of Department’s Heritage Building
9:30 am – 11:00 am	<p>Inaugural Session Welcoming All and Brief Introduction to the Significance of the Conference Keynote Address: Dr. Shahid Rasool / Er. Sanjogita Mishra (Director, CEMCA) Expert’s Addresses: Prof. Matheus Batalha (Full Professor, Brazil) Prof. Renato Bulcao de Moraes (Full Professor, Brazil) Prof. Simon-Peter Kafui Aheto (Faculty, Ghana) Assoc. Prof. Dr. R.C. Sharma (Faculty, Malaysia) Chair’s Address: Prof. Namita Ranganathan (Dean, FoE, DU) Symbolic Book Release on ICT Public Interaction and Discussion</p>
11:00 am – 11:30 am	Refreshing and Re-energizing Break
11:30 am – 1:00 pm	<p>Parallel Sessions 1 & 2 (Venue: Conference Hall) Session Chair: Prof. Anu Dandona (Uttar Pradesh) Paper Presentations and Conferencing</p>
	<p>Parallel Sessions 3 & 4 (Venue: Computer Lab 1) Session Chair: Prof. Binulal K.R. (Kerala) Paper Presentations and Conferencing</p>
	<p>Parallel Sessions 5 & 6 (Computer Lab 2) Session Chair: Prof. Mohit Dixit (Rajasthan) Paper Presentations and Conferencing</p>
1:00 pm – 2:00 pm	Lunch

Timings in IST	Activity
2:00 pm – 3:30 pm	Parallel Sessions 1 & 2 (Venue: Conference Hall) <i>Session Chair:</i> Prof. Kartikeswar Behera (Odisha) Paper Presentations and Conferencing
	Parallel Sessions 3 & 4 (Venue: Computer Lab 1) <i>Session Chair:</i> Prof. Pramod Kumar Gupta (Jharkhand) Paper Presentations and Conferencing
	Parallel Sessions 5 & 6 (Computer Lab 2) <i>Session Chair:</i> Prof. Manju Gupta (Uttar Pradesh) Paper Presentations and Conferencing
3:30 pm – 4:00 pm	Refreshing and Re-energizing Break
4:00 pm – 5:30 pm	Valedictory Session <i>Chair's Address:</i> Prof. Dinesh Kumar (Head, DESM, NCERT) <i>On the Dias:</i> Prof. Syedah Fawzia Nadeem (Delhi) Dr. Vandana Khare (Madhya Pradesh) <i>Report Presentation of the Event:</i> Vinod Kumar Kanvaria (Conference Director) Certificate Distribution Ceremony
5:30 pm	Vote of Thanks by the Conference Director Vinod Kumar Kanvaria

BRIEF OF DELIBERATIONS

The resource persons as well as presenter delegates shared a lot of new, significant and a sort of novel ideas and output arose from their experiences, expertise and applications of ICT in the field of education. The keynote speaker Er. Sanjogita Mishra raised several issues and questions on behalf of Dr. Shahid Rasool (Director, CEMCA) pertaining to the theme and sub-themes of the Conference which paved the way for all the delegates to think, ponder and deliberate upon various issues pertaining to the ICT for Education.

Aditya from Bhagalpur in the presentation titled *Role of Social Media in the Promotion of Better Learning Opportunities: Case from Banaras Hindu University, Varanasi* shared that the social networking sites (SNSs) have attracted millions of users since their inception, many of whom have integrated these sites into their daily life and practices.

While their key technological features are fairly consistent, the cultures that emerge around SNSs are varied. It has an important role in the student's life. Students find it easier and convenient to access information, provide information and communicate via social media. Teachers and students are connected to each other and are making use of it in educational practices for enhanced learning opportunities. Sites also vary in the extent to which they incorporate new information and communication tools, such as mobile connectivity, blogging, and photo/video sharing. In this backdrop, the present study on social media was conducted in 2010-11 at Banaras Hindu University, Varanasi to study the impact on education studying the duration, online activities, topics, websites under different functionalities, benefits of social media and the values associated with the respondents involved in social media.

The study gives a broad outlook of the expectation and understanding of the present e-savvy generation towards this potential element of ICT. The study reveals that social media plays a major role in education providing students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. Also, social network tools afford students and institutions with multiple opportunities to improve learning methods and help in creation of informed citizens.

Almaas Sultana from Phagwara in the presentation titled *ICT: An Intervention in 21st Century Classroom* shared that ICT is the solution to unlock the new possibilities to envision the modern education. ICT is the digital processing and utilization of information by the use of electronic computers and it comprises the storage, retrieval, conversion and transmission of information (Okauru, 2011). In the 21st century, ICT is becoming more important in education and this will continue to grow and develop the learning of students. According to ICT development ranking, India occupies 121st position currently among other 157 countries. To make learning effective, ICT potentially offers several benefits and provides opportunities for students who have different learning styles and abilities. Moreover, it not only supports in their learning but also present different activities for them to enhance their intellect and imagination. There is a need to develop the large number of applications, tools, interactive devices in order to promote creative, aesthetic, and analytical and problem solving abilities in both students and teacher. This study highlights present scenario of ICT in India and barriers accompanied by some suggestions.

Amita Kumari Rohilla from Delhi in the presentation titled *The Usage of ICT in Researches: A Study* shared that the day to day work of researchers involves activities like writing proposals, developing theoretical models, designing theoretical models, designing experiments and collecting data, analysing data, communicating with colleagues and studying research literature, reviewing colleagues work and writing articles. ICT has had important effects on all these activities, and more changes are about to be witnessed. The main aim of the current study was to investigate how researchers are using ICT for their data collection and data analysis. Another focus of the study was on how with the evolution of technology, ICT has effected the different aspects of the researches like data collection and data analysis being done by the researchers. For this study the researcher analysed four research works conducted on the use of ICT for education purposes and inquired the mode of data collection and evaluation of data used by the researchers. For this purpose content analysis technique was used by the researcher. The study revealed that out of four only one researcher used ICT in his analysis of the data collected by him. The study also highlights that even those researchers who are exploring about integration of ICT in education are also not using ICT in their research work. The study opens up the pathway for further investigation related to how ICT is playing a significant role in designing tools for data collection and data collection itself, for the researchers.

Anu Dandona from Lucknow in the presentation titled *Effect of ICT in Education on Self Esteem of School Students* shared that in present scenario, information and communications technology (ICT) is gradually gaining importance in schools and universities. In traditional pedagogy, education was only associated with well trained teachers having direct personal contact with students.

The use of ICT pedagogy in classroom helps to build student centred learning settings. The present study was undertaken to evaluate and compare the self-esteem of school students taught through traditional pedagogy and information and communications technology (ICT). Total sample comprised of 140 school students, 70 students taught through ICT and 70 through traditional method were included in the sample. Further, sample was bifurcated according to gender of students. Rosenberg Self-Esteem Scale (SES; Rosenberg, 1989) was used for collection of data. The obtained data were analysed using Mean, S.D and t-test statistical techniques. The results revealed significant differences in self-esteem between the students taught through different teaching methods. Students taught through ICT pedagogy possess more self-esteem as compared to students taught through traditional pedagogy. Boys taught through traditional pedagogy are having high self-esteem as compared to girls taught through traditional pedagogy.

Bharti Nagpal from Delhi in the presentation titled *Learning through Social Networking: A Study* shared that social networking means being in connection with other people with the help of social network service (Deka, 2015). It has been in trend from last few decades. It has become more common now-a-days to be in contact with the friends and family (Zaidieh, 2012). The study focuses on the understanding the concept of social networking. The aim of the study is on how social networking can be understood, how it is being used by the females of age group 18-25 years, what are perception of the females of age 18-25 years regarding the social networking sites and its usage for educational purposes. For this purpose, the data had been collected from the participants through questionnaire. The study showed that social networking is used a lot now-a-days, and how it affects the teens and their education.

The result of the study reveals that social networking can become a useful tool that can be used in education sector. There are various benefits and challenges of social networking which can be faced by the learners if social networking sites are used learning. Hence, it should be wisely used for educational purposes. The study also highlights social networking sites are used by all the participants and Facebook is mostly used social networking site. It had also being seen that main purpose of using social networking sites is entertainment. With the help of the current study the facilitators and learners can get the understanding about how social networking can be used for their learning and things they need to avoid while using it for their learning. The study also gives opportunity to further explore about how social networking is currently being used by the learners and facilitators at different levels of education sector i.e. school and higher education.

Binulal K. R. from Kollam in the presentation titled *Teacher Educators' Perception towards Using Web 2.0 Technologies in Teacher Preparation* shared that the unprecedented development in the field of digital technology, both in the case of software and hardware has created a need and urge to utilize these in the process of teaching and learning. Earlier, during the era of web 1.0, the users are only the consumers of information and nowadays it became the creators of knowledge or information. That is the students and the teachers became the creators of information and knowledge; where they can also contribute to, collaborate on and edit that information. Web 2.0 technologies enable the users to achieve in this. Applications of web 2.0 hold profound potentials in education because of their open nature, ease of use and support for effective collaboration and communication. The investigator, as a teacher educator felt the need for a thorough study of the present problem.

Major purpose of the study is to investigate the perception of teacher educators towards the use of Web 2.0 technologies in their teacher preparation. The importance of the present study is that by determining whether the teacher educators have positive perception in using web 2.0 technologies. Descriptive research design of the survey type was adopted for the study and a sample of 85 teacher educators were selected for the present study. Results of the study revealed that the teacher educators have positive perceptions in using web 2.0 technologies. And the most often used tools by the teacher educators were social networking and blogging & micro-blogging. It is also inferred from the study that a significant proportion of the teacher educators use these online applications as educational tools for their content enrichment.

Devaki T. C. from Bangalore in the presentation titled *Social Media as a Learning Tool: Perception of Pre-University Students* shared that education being a social process that can happen formally, informally or non-formally within a group, is no more restricted to happen only in school that is considered a miniature society. We have noticed that the emerging social media is preferred over this miniature society gradually by the students to socialize, get information and collaborate for their learning needs. Not only are the students, even the teachers are found to be relying on them for many academic related activities. In this empirical study the social media usage among the PU college students and their perception towards social media usage is determined and analysed. It was hypothesized that the social media users would have a higher score in positive perception towards the usage as compared to the non-users. For this purpose a descriptive survey was made among 290 PU college students of Bangalore city. The Social Media Usage Questionnaire was administered to the sample and the descriptive statistics was used to analyse the data.

The results indicated that mean scores of perceived effects of social media usage among social media users is slightly greater than that of the social media non-users. However, as the difference is not statistically significant, the data collected may be considered as inconclusive and the researcher opines to repeat the study with a larger representative sample in future.

Diksha Kukreja from Delhi in the presentation titled *Game-Based Learning in Mathematics Classrooms: Making Learning Fun* shared that game-based learning refers to the utilization of gaming principles for educational purposes in order to engage users (Trybus, 2015). The use of games for teaching-learning different concepts has nowadays become a trend among educators trying to enhance and improve students' achievement (Pho & Dinscore, 2015). The current study attempts to identify the various app-based mobile games being used by elementary grade students, studying in private schools of Delhi, to engage with mathematics outside their school classrooms. The study presents a functional analysis of these applications viz. a viz. their subscription model; the content covered, the class levels it caters, approach to learning, strategies for motivation and feedback to the learners, and finally the features that students are most attracting to the players. Furthermore, the study also suggests ways in which these games can be incorporated in formal mathematics pedagogy, thereby making mathematics learning fun-filled and anxiety free. The study concludes with encouraging the teachers and educators to try these games out in their classrooms and further share with the teaching community, the other math-based games that they know of.

Dinesh Maharana from Cuttack in the presentation titled *Awareness and Perception of Teachers and Students of Higher Education about Open Educational Resources* shared that open educational resources (OER) are recent trend in the era of ICT.

Open educational resources (OER) refers to free and open access to digitized materials that are accessible to academics, students and self-learners researcher, teachers etc. OER material includes textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation learning applications, online text book, software etc. The basic principles of OER material is one can legally and freely copy, use, adapt and re-share them. The main stakeholders of higher education are teachers and students. In this study attempts have made to find out the awareness level of teachers and students of higher education about OER. The objectives of the study were to study the awareness of Students of Higher Education about Open Educational Resources in relation to their gender and stream of study and to study the perception of Students and teachers of Higher Education about Open Educational Resources. Descriptive survey research design was followed to conduct to study. On the basis of Stratified sample technique the researcher has taken 30 teachers and 70 students from affiliated colleges of Utkal University and Ravenshaw University as Sample of study. Data were collected through self-developed awareness test and perception test and analysed through the help of statistical techniques like Mean, standard deviation, t-test and Chi-square test. The study revealed that the awareness level of both male and female students of higher education is below average. The awareness level of both science and arts students is below average.

Divya Rajkumar Panjwani from Lucknow in the presentation titled *Deficiency of Psycho-Utopianism among Teachers: Vulgarization of Technology Required for Effective Teaching Learning* shared that with the fast changing technology it becomes need of an hour for a human being to update with latest gadgets. As every aspect of society be it culture, economy, politics, family life, etc. is affected how can a teaching-learning situation not be affected.

Being considered as a new concept since years ICT has emerged as a necessity. A descriptive study was done by surveying the teachers of CBSE School. Population consists of all the teachers of CBSE School of Lucknow City. Purposive sampling, area wise selection of school was done. 10 schools were taken as sample from Lucknow city. 50 teachers from each school were taken comprising of 500 teachers in total. The findings revealed that there is use of ICT in classroom, students are more active than teachers while using technology, there is reluctance from the part of many teachers for using technology in proper sense and there is a need to develop a sense of using technology judiciously and in such a manner that integrated ICT approach is followed.

Geetika Nidhi from Lucknow in the presentation titled *Perception of Secondary School Students towards Use of ICT in Learning Science* shared that electronic technologies such as television, audio-video and computers have capability of revolutionizing the quality, productivity and availability of education. Ambivalent attitude towards ICT could be deterrent to using computer in learning environment. It seems likely that students attitude towards acceptance of communication technology may be important in integration of electronic technologies in classroom. Thus to investigate the existing picture this study was conducted to find out the perception of students towards the use of ICT in learning science in Lucknow city. This is a qualitative study of descriptive survey type which was employed to see the attitude of students and teachers towards the changing technologies. A sample of 200 students was taken from secondary schools of Lucknow city. A structured questionnaire titled ICT Attitude Test using four point scale was used to collect data.

The result of findings showed that most of the students had positive perception towards use of computers and information technology in learning science but they lacked support from the teachers. They believed use of computers in the class can help them perform better if they get sufficient support from the teachers indicating that ICT can be instrumental in improvising learning of students.

Kartikeswar Behera from Ganjam in the presentation titled *Effectiveness of ICT Mediated Teacher Training Programme in the Pre-Service B.Ed. Class* shared that the use of ICT for quality education in both pre-service teacher education and in-service teacher education is considered vital for which it is gaining wider ground day by day. Appropriate application of ICT provides the teacher with desired inputs in the direction of building their capacity in relation to teaching competency. The study focuses on integrating ICT into class room process at secondary stage pertaining to English Prose, Poetry and Grammar lessons of class IX. At the outset the needs of the student teachers were identified basing on their prioritize needs like preparation of power point presentation, animation, preparation and display of Audio cassette with required sound effect, and delivery of dialogues with proper modulation of voice etc. Then they were trained in the technique of content analysis in relation to prose and poetry lesson and the ways of concept mapping in respect of English Grammar lesson. They were also made aware of how to write instructional objectives in terms of pupil behaviour. They prepared content based visuals with integrating ICT during class room transaction. Accordingly Interventions were planned and extended for a period of two weeks based on a time-table. They were also acquainted with integration of visuals and pre-recorded audio cassettes containing songs and dialogues with sound effect

which were used during presentation of lessons. As it was a single group pre-test design, the pre assessment and post assessment results were compared and it was found that there was considerable improvement among the students pertaining to knowledge and skill in the presentation of lesson plans with ICT integration.

Lovish Raheja from Jaipur in the presentation titled *ICT for Students and Educators* shared that this research work titled 'ICT for Students and Educators' is mainly aimed to analyse the concept of ICT for Education from learning perspective through its current usages and further possibilities of advancements. "ICT is the biggest turnabout of the present pace", was quoted by one of the research participants. Thus contemplating over this turnabout is our compulsion, for which the research work is done. The major work was done with the help of answers of 2 types of questionnaires-Expert and Students' Questionnaire. The students I included were those graduate and undergraduate students, who had a basic understanding of ICT. The research work raises important issues and concerns that cannot be ignored while thinking of its implementations. Though the probable problems are really serious but the future possibilities of technical developments give solutions to big spectra of the problems. The benefits of the system motivate its development and continuous improvements keep it going. I have also analysed the satisfaction of students towards the efforts of government, which is also an interesting part of the research, where I found the satisfaction level almost 50:50. At last, for making the pace of development in technical advancements, establishment of the 'Pace Setting Unit' is proposed. And overall the research tries to explore the future possibilities, through the points discussed: concept, usefulness, current status, govt. efforts and problems of the system.

M. Satheeshkumar from Chennai in the presentation titled *Integration of ICT in Teaching Learning* shared that ICT have become commonplace entity in all parts of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of business and governance, education. The role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century. Use of ICT in education field leads to more student-centred. Education is the life long process of acquiring new knowledge and skill through formal exposure of information, ideas and experiences. These can be done in the schools by way of systematic planning of instruction. In turn it needs proper method or technology to adopt in teaching the concepts of the subjects in the school. Now a day they call it as an educational technology which implies a behavioural science approach to teaching and learning, in trait, it makes use and pertinent, scientific and technological sociology, communicating linguistics and their related fields. Educational technology has grown as a result of technological devices in the use of practices with the explored psychological of teaching, learning and behavioural modification. There are many means by which effective instruction can be imparted in the classroom. The use of Computer Assisted Instruction (CAI) in schools is gaining momentum. Now days, more and more schools are having computers, so use of technology enhances effectiveness of a learning experience. The study highlights the integration of information communication technology in teaching learning.

Manju Gupta from Meerut in the presentation titled *Role of ICT in Higher Education Institutions' Administration* shared that the present study is a Descriptive survey to explore the infrastructural facilities and ICT facilities of the higher education institutions. The population of the study consists of Principals of the institutions, directors,

deans, and head of the departments of higher education institutes of Meerut Districts. Purposive sampling technique was used to select the sample. Size of the sample was 50 administrators. Self-made questionnaire and inventories solicited for information of ICT facilities, Extent of using ICT and the level of Basic ICT skills and proficiency used by the administrators for the administrative purposes. Data was collected in frequencies and analysed by simple percentage to describe the studied variables and χ^2 test was used. The results indicated that there are inadequate ICT facilities in the institutions; the extent of ICT usage by the administrators is very low. The study further showed the low level of Basic ICT skills and proficiency among the administrators. Recommendations are suggested that the government and the management should fund the institutions generously in general and ICT in particular to make the dream of Digital India come true. It should be made mandatory for the administrators to acquire Basic ICT skills/ proficiency for administrative purposes through workshops, refresher courses, special technical courses.

Matheus Batalha Moreira Nery from Brazil in the expert's presentation titled *The New College Student: An Online Survey through the Programa Permanecer's ICT in Education Platform* shared that this article aims to discuss the main transformations in Brazilian higher education, with the special focus on the changes that happened in the life of students after Brazil introduced affirmative action programs that expanded the access to higher education for lower-income families' students, providing them also with ICT (ICT in education) tools through online education platforms. The research concentrated in a Brazilian federal program for student aid called Programa Permanecer, which was designed to give support to students from lower-income families, providing them with the necessary condition so they can be able

to be mentally and emotionally prepared to pursue university studies. The analyses focused on the main students' characteristics, and the data collection was conducted through the program's online platform. The conclusions points out to necessary improvements in the Brazilian government strategy, especially regarding academic permanence and to student retention. Brazil needs a more comprehensive system regarding access and permanence in higher education, and also needs to improve its uses of ICT for education initiatives. The students from lower-income families are arriving in federal universities without being fully informed about the realities of their undergraduate programs, which can lead to false expectation. A more intensive use of ICT in education tools could improve students' academic skill and maximize student retention.

Mohit Dixit from Jaipur in the presentation titled *Study of Computer Phobia and Attitude towards Using New Technology among B.Ed. College Teachers on the Basis of Locality, Gender and Marital Status* shared that the study was conducted to find out the computer phobia of B.Ed. College teachers and their attitude towards using new technology .The sample was consisted 120 B.Ed. college teachers from Jaipur district of Rajasthan state. Computer phobia scale and an attitude towards using new technology scale were used to collect the data. The statistical techniques used were the mean, standard deviation, T-test. The results showed that the factors like locality of the school, gender, marital status influence computer phobia and their attitude towards using new technology. Thus the results concluded have significant implications in educational field as today is the era of ICT, where computer can be a medium of deep understanding and better conceptualization of the content for the students as well as a boon for administrative purposes teachers are not

using this because of lack of knowledge and later on,due to a hidden fear of damage of computer called computer phobia. This research work motivates B.Ed. teachers to change their attitude towards using new technology as negative relationship is being found between Computer Phobia and Attitude towards using new technology. Hereby, the research work is essentially helpful for policy framers and educators.

Monika Davar from New Delhi in the presentation titled *A Critical Study of the Implementation of ICT for Instruction in B.Ed. Colleges* shared that the 21st century world is witnessing a technological revolution. But is the teaching learning methodology being used in the Indian classrooms keeping pace with the technological changes? Educators feel that there is a glaring gap between the technological competencies expected from our present day youth and that being provided by our education system. There is need for development of a technologically competent teaching force to fill this lacuna. To initiate this process, the teacher educators should integrate ICT in their teaching. When the prospective teachers are instructed through ICT and trained in teaching using ICT, then only they will have a positive attitude towards ICT and won't feel hesitant in using it. The future teachers will further be able to bring about desirable changes in our schools and meet the technological demands of the 21st century. The present research study aimed at examining the availability of infrastructure for using ICT in B.Ed. Colleges, the extent to which ICT is integrated by teachers into teaching learning process and the problems faced by teachers in using ICT. Four teacher educators and one Principal/Head of the Department from twelve B.Ed. Colleges out of a total of twenty four B.Ed. Colleges under Guru Gobind Singh Indraprastha University were taken as sample for conducting the present study.

Survey method was used to collect data. The responses obtained were analysed both quantitatively and qualitatively. This was followed by delineating the findings and deriving the conclusion in context of the objectives of the study.

Nishi Wadhwa from Delhi in the presentation titled *Teacher's Views on ICT in Learning* shared that the world is changing with the advancement in ICT as it is bringing the people closer and sharing of ideas easier. Education has not left untouched or unaffected in this techno era where the World Wide Web binds the world together and has become part and parcel of our lives. Our classrooms are evolving, in every way the learner has become the centre of the whole classroom teaching learning process and teacher's role has transformed into that of a facilitator. The learning occurs over electronic gadgets which are connected to each other through internet, which has made learning ubiquitous in nature and with the coming of mobile phones which are accessible to the masses has made mobile learning as a new way to learn and allows a learner to learn by them by exploring the world web. The researcher aims to understand the need and role of ICT of better learning of the students from the facilitator's point of view and the autonomy s/he feels s/he has while teaching using ICT in the classrooms. It would also be interesting to see if the facilitators are critical about the issues that may arise if the learning happens only through gadgets. The researcher has interviewed in service teachers from private schools to get an insight about this particular aspect in the classroom teaching-learning process. The study would be helpful in understanding the issues that the facilitator identifies in the classroom which may hinder the learning of the students and the ways s/he deals with it.

Payal Chaudhary from Delhi in the presentation titled *Learning with ICT: Use and Barriers from Teachers' Perceptions* shared that in this digital era, ICT use in the classroom has become important for giving students opportunities to learn with a greater pace and with technology to be with the world outside. Despite lots of budgeting and accommodation of funds; there are several barriers regarding appropriate use of ICT. Therefore, it becomes important to study the issues related to the use of ICT so that these barriers can be removed and learning can become more effective. Therefore, the main purpose of this study is to analyse teachers' perceptions and barriers faced in using ICT tools in classrooms for learning. A qualitative research design was used to collect the data randomly from government school teachers of 10 schools of Delhi. Overall the key issues and barriers found to be significant in using ICT tools by teachers were: limited accessibility and network connection, limited technical support lack of effective training, limited time and lack of teaching competency. This study provides clear picture of possible barriers encountered by the teachers in using ICT in learning process. This study also helps in making appropriate changes in the school and classroom organisation so that ICT can be better incorporated in the learning process.

Pramod Kumar Gupta from Bokaro in the presentation titled *Effectiveness of ICT Integration in School for Technological Teaching and Learning* shared that over the previous decade India governments have put essentially in digital education, making a solid base as far as technological framework, advanced assets and support for teachers training. In the meantime, the Digital Education Revolution (DER) activity has encouraged school authority in the utilization of digital technology.

The test now confronting schools is to expand on this limit, utilizing further enhancements by moving the concentration far from the securing of new technologies to the utilization of these new apparatuses as empowering influences of inventive, testing and connecting with methods for learning and teaching. By moving to the following stage, schools will prepare students and teachers to address the difficulties of a quickly evolving world.

Ranjan Kumar Sahoo from New Delhi in the presentation titled *Functioning of ICT@School Scheme at Secondary School Stage* shared that education is the most powerful instrument in the progressive transformation of a society. The ICT in now a day plays a very strategic role in this transformation process. Thus government also tried to integrate ICT to teaching learning process. So in the year 2004 Govt. adopted its one of the ambitious program to revamp the secondary and higher secondary education sector in the country called as, the ICT@School Scheme. It is again revised in 2010. It is one of the creative evolutions which is being developed to boost secondary education sector in India by providing opportunities to students to mainly build their capacity on ICT skills and make them learn through computer aided learning process. The present study has made an attempt to address the functioning of ICT@School Scheme with specific reference to the central query i.e. availability and integration of ICT in teaching learning and what are the perception of students and teachers about prospects and problems of ICT use? For this purpose, descriptive survey method was adopted as the primary design of the study. Further, it delimited to Balasore district of Odisha and selected 6 secondary schools by using purposive sampling method. Data was collected from both students and teachers and both two data base was compared to determine if there is convergence and difference.

The investigator applied self-developed checklist for checking the availability of ICT resources, an observation schedule for integration of ICT in teaching learning process and also focus group discussion for perceptions of students and teachers about prospects and problems of ICT use. The collected data was analysed by simple percentage analysis and thread wire discussion. The findings of the study revealed that almost all sampled schools were functioning ICT in teaching-learning process as our ICT@School scheme stipulates. But overall picture on availability of resources like computers and peripheral hardware in all schools were not found sufficient. High majority of students and teachers were stated positively to integrate ICT in teaching-learning process.

Ramesh C. Sharma from Malaysia in the expert's presentation titled *Educational Technology for Higher Education: Innovations and Global Practices* shared that ICT have greatly transformed all sectors of our life. Over past few decades, technology in its simple or complex form has brought grand changes in the way the instruction and learning is designed and delivered. Expansion of Internet has been a big catalyst for such transformation. New tools and technologies offer ways to teachers to plan, design, deliver and evaluate teaching and learning. This chapter discusses innovations and global practices of comprehension-focused digital technologies and its implications for teaching and learning in the digital society.

Renato Bulcao de Moraes from Brazil in the expert's presentation titled *New Paradigms for Old Problems* shared that Brazil has new legislation of Distance learning. After almost fifteen years trying to mimic traditional education, distance learning is free to put in place the results of pedagogical research. But what is the philosophy behind ICT that could set the base for a new education, and what are the targets we should consider pursuit?

Robin Sharma from New Delhi in the presentation titled *Digital Games for Mathematics Education: An Example for Spatial Awareness* shared that twenty first century learners daily consume digital content in different forms and the time spent on digital platforms and devices by school students is increasing every day. But what if this digital content, which is enjoyed so much by students, could also yield some kind of meaningful learning at the same time? National Curriculum Framework (2005) talks about providing enjoyable experiences to students as one of the goals of mathematics education and also lays emphasis on enriching teachers with a variety of mathematical resources. The study presents one such example of a self-developed single player computer game aimed at students of secondary grades and aligned with constructivist theory of learning. The third person, open world game was built through Unity (an open source development engine). The specific learning objective behind the game is to reinforce coordinate geometry skills among students and inculcate a sense of spatial awareness and geometric intuition in the player. It can be used to introduce students to the idea of Cartesian plane; it can be used to present some real-life application of Coordinate Geometry in a relatable and fun context. The said computer game was tested on a single group of 16 students of Grade IX employing a pre-test post-test based quantitative and qualitative experimental research methodology. The results exhibit significant positive improvement in performance and learners demonstrate enhanced spatial reasoning and application skills as well. The research opens new domains for further investigation into effective integration of digital games into the curriculum.

Sanjay Kumar from Delhi in the presentation titled *ICT Embedded Experiential Learning Progression: Processing towards Learning Outcomes*

shared that experiences are the results of inquiry. Inquiry is existential in nature. Human being starts accumulating experiences since conception to sustain existence. To enquire is natural so the human race learned what we are using in the form of inventions. Experiential learning can be simply defined as a process of learning where learner is part of learning process. Means to say is that the experiences what are acquired in involving the process of learning are of different value than the experiences acquired while learner is not a part of learning process. So the important is that there is difference between the quality of experiences the learner acquired within and without in the process of learning. The quality of experiences is directly proportional to quality of learning outcomes. Any experience which is enriched by maximum senses is undoubtedly leads to the learning outcomes which will be productive and progressive in the life ahead. Classroom learning is also directly related to the quality of experiences provided by the teacher in the classroom. This research study compare the richness of experiences in a progression of nature of learning experiences we are accumulating in the process of learning a concept in classrooms teaching learning processes and clearly observe the significance if ICT embeddedness in producing productive and progressive learning outcomes. Sample of the study includes 10 teachers of mathematics who taught mathematics at secondary level and 25 sixth grade students who are studying in the classes of these teachers. Research Tool was 'ICT embedded experiential learning progression matrix' developed by the researcher for the study. The findings of the study clearly consolidates the hypothesis that experiential learning is the only learning that will bring the qualitative changes in the students that an progressive educational system intended to bring and prosper.

Finding clearly advocates that students motivation, interest, own-ness, openness, reasoning skills and on the higher end life skills are directly influenced by the quality of experiential learning they got in their classroom teaching learning processes and of the experiences provided outside the wall, let it be structured or unstructured. Most of the teachers express that richness of experiences increases in the progression from abstract to concrete and concrete to ICT embedded experiential learning progression.

Sanjeev Kumar from Rugra in the presentation titled *ICT@School Scheme in School Education System in H.P.* shared that the study deals with the role of ICT in school education system. The hilly State has implemented the ICT @ School Scheme in 2010 – 11 in 628 schools. ICT is a global phenomenon, and children who are computer literate at an early stage of their lives might deal better with the modern world. A sound knowledge of ICT makes it much easier for growing students to find and organize information. Many schools have dynamic and vibrant virtual learning methods which gives students access to study materials, skills questions, sample papers and assignments. Some schools even have smart interactive white boards for teaching. Children find it more interesting and become more adept in multimedia presentations when engaging with them in their assignments. The researcher discussed ICT @ School Scheme with respect to schools undertaken in the scheme; selections of subjects, topics included and even the number of hard spots in the subjects concerned. The main challenges related to finance, teachers' competency, administrative and social are being discussed in the thematic paper. The requirement of the trained staff, efficient equipment and need of motivation for using ICT in teaching – learning process are properly highlighted.

Santosh Kumar Parida from Bhubaneswar in the presentation titled *Developing Concepts of Environmental Education for Sustainable Development through ICT* shared that the study discusses the effectiveness of the ICT programme aimed at sustainability of the concepts of Environmental Education. In order to conduct the study a researcher selected 50 students from two schools i.e. Rasulgarh UGUP School and Government Powerhouse colony UGUP School of Bhubaneswar Municipal Corporation. One group comprising 25 students were treated as experimental group and the rest 25 students were called controlled group. When the experimental group was dealt adopting new methodology through Computer Aided Learning (CAL) programme the controlled group was taught in conventional method. The intervention was extended over a period of five weeks and all sorts of TLMs pertaining to ICT were displayed to help the learners conceptualise the basic of sustainable development relating to environmental education. At the end of the experiment it was found that the experimental group yielded better result at the post test stage i.e. the means score was 35 as against the post-test means score of the controlled group was 29. The t-ratio 4.28 justifies significance of difference at 0.01 levels. Due to use of ICT based intervention. The study has wider implication in view of developing the concept of environmental education for the student of Class-V. As future citizens of the society they can try to protect the environment for quality life.

Sapna Yadav from **New Delhi** in the presentation titled *ICT Used as Tool for Capacity Building of Teachers to Improve the Teaching Learning Process* shared that the school is the place where intended education is imparted formally by the teachers. Teachers' community is the only agency that directly influences the learner and their learning process.

Effective teaching learning process is the function of many variables which can be enumerated as school psychosocial learning environment, competencies of teachers, instructional tools in the hands of teachers, technology with the teachers. In the contemporary global society, Information & Communication Technology (ICT) plays an important role. In the classroom situation ICT has enormous potential to make teaching learning process most interesting, interactive, illustrative and participatory. ICT facilitates development of user friendly learning material accessible to all irrespective of time and geographical distance. Online ICT blended learning directly address the 3E of education i.e. Enable, Engage and Empower. ICT also enhances outreach for qualitative education to all surmounting logistical difficulties. The study of online capacity building program and its impact on teacher's capability reviewed many problem faced by the teachers and academic enrichment of In-Service Teachers during their In-service Capacity building program which ultimately effect the classroom. For purposes of this study, OCBP is operationally defined as a format used in learning when learners do not need to be in bricks classrooms. The most desirable feature of the online capacity building programme is that the trainees can do the training at their 'own pace and own place'. The objective of the study is to help teachers on thorough understanding of Mathematics topic 'Mensuration' with a focus on improving their conceptual and pedagogical understanding through OCBP. To this end, 62 Teachers of Mathematics have been selected randomly. After data collection, 55 teachers were conducting the Online Capacity Building Programme completely and data were analyzed. This work is designed by keeping in mind that teachers are very well versed about the content but sometimes a teacher face the problem in transacting the content.

Major findings of the study were that the online programme was helpful to improve their classroom transaction process. Multimedia's and teaching strategies were easy to integrate into teaching. Pedagogical subject information connected with real life examples was relevant to make your class interactive and fun. Time given for completing the programme was enough. Findings also show that programme helped teachers in improving conceptual understanding and how to deliver content. The programme was very easy to access on app through smart phone or tablet and through web also. The training experience on the mobile was good. The academic team for queries was responsive to any queries or doubts that we had during the programme.

Sarah M. Baru from Delhi in the presentation titled *Transformation of ICT Integration in Pre-service Teacher Education Program from 2006 to 2013* shared that use of ICT in teaching and learning makes the teaching and learning process more effective, efficient and innovative (Victor, 2013). For integration of ICT in education it is very much important to integrate it first in its root i.e. teacher education programme. From a long time ICT has been playing a major role in pre-service teacher education and like other areas of life, ICT has also evolved in education. The purpose of the study is to show how transformation of ICT has taken place with respect to integration of ICT in pre-service teacher education programs. The main aim of the current study was to analyse how the transformation in integration of the ICT in pre-service teacher education programme has taken place from 2006 to 2013. For this purpose, content analysis technique was used by the researcher and M.Ed. dissertations from Department of Education, University of Delhi were analysed.

The current study reveals that the understanding and usage of ICT by student teachers and teacher educators were very less in 2006 as compared to in 2013. In 2006, the awareness among student teachers and teacher educators related ICT was very limited. The facilities in teacher education institutions related to ICT have improved with the time. In all we can say that with the evolution of technology in other fields ICT in education has also evolved and transformed in these 8 years. This study further open ups the pathways for other researchers to see how the change in curriculum and duration of pre-service teacher education programme has effected the usage and awareness about ICT among student teachers and teacher educators.

Simon-Peter Kafui Aheto from Ghana in the expert's presentation titled *Utilisation of ICTs in Education: Focus on Distance Education in a Developing Country* shared that the study explores how ICTs are utilised in the deployment of Distance Education in Ghana. The College of Distance Education, University of Cape Coast in Ghana was selected as a case, because, it is currently the leading provider of Distance Education in West Africa. Analyses of data were made in two folds to cover students' and staff perspectives on the use of ICTs to enhance Distance Education. The research design made use of numeric and narrative analyses of data. A number of 21 participants made up of seven staff and 14 students were involved in the study. The study found 31 ICTs categorised into five that are utilised by both students and staff of the College. The ICTs ranged from mobile phones, WhatsApp, Biometric clocking to radio cassettes. There were 18 ICTs that were utilised by both groups. However, an aspect the staff also considered is Monitoring and Security devices as another dimension that are virtually not mentioned as tools that aid Distance Education deployment.

Both students and staff said they stored data on their mobile phones. Nevertheless, students also used their cameras and microchips as storage devices. One of the recommendations from this study is that the University of Cape Coast should collaborate with other educational and research institutions to get hooked up onto shared and distributed Internet wireless networks such as Eduroam. This will assist students who largely own digital devices less cost and the proximity to Internet wireless access.

Sourabh Garg from Delhi in the presentation titled *Enhancing Students' Engagement in Mathematics through ICT Enabled Learning after School: Digitalizing Homework* shared that 'Learning after school' popularly known as 'Homework' is as much as important as learning within the school. It should happen as unconsciously as possible because of the developed hatred for homework among students. Because of the developed aggressions of students toward word 'homework', the system of learning after school should be moulded in a frame without the word 'homework' and even essence of homework. In current Indian education scenario much emphasis is given upon the homework. As the syllabus is much more than the time period of the classes, the much work is given in the form of homework. The learners do not find it interesting or motivating at all. The traditional way of homework is not very much appreciated by the learners. They use to dodge it as much possible, they find it extra burden for them. And when we talk about Math the hatred amplifies to higher limits. Students find Math to be more terrific in form of homework. Researchers tried to dig down the roots of 'hatred towards homework' and reasons for negative attitude of students' towards homework. What else tasks than homework, schools have been practicing is been listed out. And how those different techniques are helpful?

ICT enabled project based learning is practiced in schools to generate students' interest in the subject and to provide students exposure to more real-life experiences rather than only theoretical knowledge. The approach of Project based learning for learning after school may provide the probable solution to the homework problems that whole Indian education system is facing. PBL can help learners by putting them in realistic, problem-solving environments that serve to make associations between learnings in the classroom and genuine encounters. And this approach of ICT enabled PBL is way more effective when it is carried out through the means of ICT. This research provides a probable solution for the problems related with math homework i.e. project based learning. This research is an empirical study done on 134 grade 7 students from two different schools of Delhi. Learning after school modules (The Magical Adventures) had been developed in the research as the intervention tool and probable solution that had been carried out on students and then effect on learning and other homework related issues was examined.

Sumit Gangwar from Wardha in the presentation titled *Teaching and Learning with Technology: Effectiveness of ICT on Pupil Teachers' Achievement in Educational Psychology* shared that the main intention of this study is to investigate the effectiveness of information communication technology (ICT) based teaching on pupil teachers' achievement in educational psychology. This research is based on Pre-test Post-test Control Group Quasi Experimental Design. In this study one teacher education institute of district Pilibhit of Uttar Pradesh state was selected with the help of simple random sampling technique. All 100 pupil teachers of B.Ed. first year of that institute were included in research and they were divided in to two equal groups.

There were 50 pupil teachers in experimental group and 50 pupil teachers in control group. Researcher used self-made EPAT (Educational Psychology Achievement Test) for data collection. The Pre-test of EPAT administrated on both groups before starting the experiment. After it, the learning opportunities were given to experimental group through ICT and to control group through traditional method to learn two chapters Personality and Learning of educational psychology paper for 19 days. When treatment was over, Post-test of EPAT was administrated by the researcher. An analysis of data was done using both descriptive (Mean) and inferential (t-test) statistics after collecting data. Hypotheses were tested on 0.05 level of significance. After analysis of data it is found that the educational achievement level of experiment group is more than the achievement level of control group. That's by it is proved that ICT based teaching is more effective than traditional method to learn educational psychology.

Susmita Mondal from Santiniketan in the presentation titled *The Attitude of Students towards ICT in Learning Processes in Higher Education* shared that we are living in a constantly evolving digital world. ICT has an impact on nearly every aspect of our lives - from working to socialising, learning to playing. The digital age has transformed the way young people communicate, network, seek help, access information and learn. We must recognise that young people are now an online population and access is through a variety of means such as computers, TV and mobile phones. As technology becomes more and more embedded in our culture, we must provide our learners with relevant and contemporary experiences that allow them to successfully engage with technology and prepare them for life after school. It is widely recognised that learners are motivated and purposefully engaged in the learning process when concepts and skills are underpinned with technology and sound pedagogy. ICT have impacted on educational practice in education to date in quite small ways but

that the impact will grow considerably in years to come and that ICT will become a strong agent for change among many educational practices. Extrapolating current activities and practices, the continued use and development of ICTs within education will have a strong impact on: What is learned; how it is learned; when and where learning takes place; who is learning and who is teaching. The study has sought to explore the attitude of students towards ICT in learning processes in higher education. To serve this purpose a study was conducted on 40 students pursuing higher education at Visva-Bharati. The main objective of the study was to find out how far the use of ICT is helpful for the students in their learning processes. The results indicated that most of the students were on the view that ICT can be one of the promising pedagogical technologies to be employed in the higher education system as it helps in reducing educational boundaries of ideas, distance, time and ICT can become the vehicle for the journey on the path of excellence.

Syedah Fawzia Nadeem from New Delhi in the presentation titled *Exploring the Potential of Radio Jamia in Improving School Functioning* shared that we are living in a world where ICT is making progress in leaps and bounds. Each day brings forth new innovations which imperceptibly make a lasting impact on the way we live our day to day experiences. However Radio has not yet lost its relevance in the lives of people. In fact it too has evolved and now more than ever it fulfils its role to inform, educate and entertain. With ever expanding internet networks, radio too has the potential to have an international audience. At the same time, at the micro level, radio has been harnessed as a tool by the community for its own limited networking, problem solving and general development. Radio has comparative advantage over other media as it is both cheap and easy to handle.

Thus community radio came into existence. The Jamia Millia Islamia also has its community radio, called Radio Jamia which caters to the community living in the vicinity of the University. Potential of Radio Jamia has been explored for the present study because students and their families who have been considered for this study belong to lower strata and usually enrol in Government managed schools. Findings of the study indicate that all the stakeholders were not aware of radio Jamia, even though most of them did tune in to FM radio. Moreover teachers and other school functionaries were very excited at the idea of having live (or even recorded) interaction through radio.

Tanuj Sharma from Jaipur in the presentation titled *ICT for Educational Administration* shared that ICT for educational administration is the sub-theme of the study. And all the things mentioned in the study are completely connected to the topic. It is tried that not to go out of the topic. First of all in the study, we will know the concept of the ICT and educational administration. That will help to understand the relation between ICT and educational administration. This helps to know how much ICT is useful for us. And relation between these two terms will help to ahead the research. ICT is short form of ICT. ICT plays an important role in educational administration as well as every aspect of life. Educational administration is a system which runs an educational institute. It includes all the institutional works other than teaching. In the 21st century ICT has been enter in educational administration. Change in attitude of Administrators because of ICT is the main objective. Usefulness of ICT for educational Administrators, their perspective towards future changes in ICT for educational administration, why are they frustrated with present system etc. are the questions that will be find out in this research study.

Because of ICT the attitude became positive of Administrators. They started to work with more efficiency and skill. Now this brought a change in Education system as whole the education system is operated by administration. INDIA is level with world is also discussed in the study and we will able to analyse ourselves and to emit our backwards. The future possibilities of ICT for educational administration are cleared in the study with the perspective of Administrators.

Tarun Aggarwal from Delhi in the presentation titled *Using Geogebra as an ICT Tool for Learning Mathematics in Grade IX: An Experimental Study* shared that due to rapid growth in field of technology for learning software and use in pedagogy of learning there has been an immediate need for integrating technology with current learning practices, also crucial subject like mathematics which has various oddity and complexity from students perspective can become more easy to relate and understand by combining the current technology with it, there multiple of online free open source software available but still the effectiveness of the software's is still a dilemma. This study talks about the use of one such software for teaching and learning mathematics to and for students, this software is Geogebra. Here in this study Geogebra is used as an ICT tool to integrate mathematical concepts like coordinate geometry and circles among the 32 students of 9th grade and checking their responses for measuring their understanding towards the said concepts, also further enabling them to design and create their own applets. To check the response and effectiveness of the study pre and post test was conducted for both the topics of coordinate geometry and circle on sample of 32 students and it was seen through statistical analysis that there is significant increase in students' aptitude of problem solving, mathematical thinking and that the result concluded has 95% level of significance.

Vandana from Delhi in the presentation titled *A Correlation between Teachers Self-Esteem and Attitude towards Using ICT for Teaching Language* shared that self-esteem is perception about self which is an important aspect of personality and attitude. As it leads to confidence and feeling of satisfaction in self which further impacts our acts and attitudes towards other things. Positive Self Esteem brings happiness and contentment which is very important for a teacher to connect to his/her students. Education is not merely imparting theoretical or technical knowledge but all round development of a child which includes social and emotional aspects also. As we know that education is dynamic and the methodologies and practices also keeps on evolving and changing, use of ICT also brought a revolution in the field of education. Teaching language through ICT has opened new scopes and areas of learning for students. In any language main four skills are L, S, R, W means listening, Speaking, Reading and Writing. Now the question arises how we can develop these skills among students by using ICT. ICT is a magic in the hands of a language teacher to enhance the basic skills of language. The study tries to find out the correlation between the self Esteem and the attitude of teachers towards use of ICT for language learning. The sample chosen was language Teachers from MCD and DOE schools of Delhi. There were two scales used as tools- Rosenberg Self Esteem Scale and other one is self-made scale Attitude Scale towards using ICT for language learning. The data was collected on WhatsApp. Both the scales were sent to total 22 Language teachers of MCD and DOE schools out of which only 15 responded back on WhatsApp and the responses were then analysed and scoring was done. Analysis was done quantitatively and qualitatively both. The correlation coefficient was calculated. A positive correlation between the two proved that both impacts each other to a

greater extent which shows that the highly self-esteemed teachers also possess positive attitude towards using ICT for teaching language.

Vandana Khare from Sagar in the presentation titled *Impact Measurement of ICT Intervention in Government & Private Schools of Bundelkhand Region in Madhya Pradesh (India)* shared that the government of Madhya Pradesh initiated a computer enabled education program to school children in the year 2000. The program uses computer as a teaching learning tool at the elementary education level. The objective of this study was to measure an impact and do a comparative analysis of ICT interventions in improving the quality of school education in private and government schools in Madhya Pradesh. A comprehensive survey was done with the designed questionnaire constructed by the opinion of experts. Total 40 (20+20) faculty members from the randomly selected government and private schools were asked to participate in the survey. The schools were selected based on the availability of ICT facilities for integrating technology in the teaching learning process. SPSS was used for data analysis. The small interviews were followed with the process of filling responses for closed ended questions designed basically. Findings from the present study bring the extent of actual use of ICT in teaching learning process by in- service teachers at school with the requisite facilities. The study will help Government in improving teaching learning programs with ITC. The research is original. Keeping the observers' status in mind the questionnaire was designed both in Hindi and English language. Most of the data was personally collected by the researcher; some responses were collected on e-mail.

Vinod Kumar Kanvaria from Delhi in the expert's presentation titled *ICT for Evaluation in Higher Education and Professional Development* shared that ICT has various facets for its usage and application. The current study tries to through light upon its application in evaluation at higher education and professional development level. With the easy access of ICT facilities like digital gadgets, equipment, internet facilities, software, apps and high speed internet, the application of the ICT has increased up to an exponential rate in higher education. The current study sees this education at the level of pre-service education in-service education. Beginning from the concept of application of ICT in higher education it goes up to using ICT for evaluation of assignments and papers in the higher education system written by scholars and faculty members. It is worth to mention here that now a day degrees, selection and promotion at higher education are closely linked with these assignments and papers. In the current study, the papers have been invited from the academics to present in the event. These papers were enlisted and put under preliminary screening for word limit and format. After that, these papers were put under plagiarism-check using Urkund as plagiarism-checking tool. The papers sent by the scholars and academics working at higher education level had been analyzed based upon their plagiarism percentage or similarity index. The selected papers have been discussed. Some quantitative discussions have been made to reach up to an evidential and logical conclusion. This conclusion paves a way for further discussion and opens a door for researchers for further investigation in this field. They can add further dimensions to the field and enrich the application of plagiarism-check in higher education.

Zeba Tabassum from New Delhi in the presentation titled *ICT Tools in Teaching Learning of Chemistry: A Study of the Impact on the Students at Senior Secondary Level* shared that the present study focuses on the impact of teachers using traditional method and ICT tools on the attitude of the students towards the subject chemistry and towards the use of ICT tools in teaching learning of Chemistry. Sample for the present study comprised of students of 4 sections of class XII Science enrolled in Jamia Senior Secondary School and Syed Abid Hussain Senior Secondary School. Total sample of 103 students were selected from the four sections of class XII science of Jamia Senior Secondary School and Syed Abid Hussain Senior Secondary School. As random assignment of subjects to control and Experimental Groups has not been applied, the present study is Quasi Experimental in nature. Of the many quasi experimental designs, Pre-test-Post-test non-equivalent Groups Design was employed for the present study. The following tools were used for attaining the objectives of the study: Attitude Scales: a) Five point Likert scale for measuring Impact of ICT tools on the attitude of students towards chemistry (ATCS) and b) Five point Likert scale for measuring Impact of ICT tools on the attitude of student towards the use of ICT tools in teaching learning of chemistry (ATIS). In accordance with the objectives of the study, the obtained data was analysed using specific statistical techniques, which include computation of mean, S.D, t-test, ANCOVA (analysis of covariance).

OVERALL PROCEEDING AND OUTPUT

There were various academic activities viz. discussions, deliberations, paper presentations and expert's addresses which were held in this conference. The academic fraternity felt the need for vast accessibility, reach and advancement in the field of ICT for education and its various strands like learning, teaching, evaluation, supervision, administration and policy making. The group decided to be in touch for further academic development in the field of ICT for education. Apart from the conference, the academicians planned to write a book also on this upcoming issue. The group appreciated the Department of Education, University of Delhi, IASE-MHRD and the Conference Director Vinod Kumar Kanvaria for taking initiative in this field which is the essential need of the hour. They decided to use more and more ICT for education and its day-to-day activities. The conference director Vinod Kumar Kanvaria thanked all the academicians, administration, supporters and IASE for enabling him to organise and conduct such a marvellous and extraordinary event.

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SOME SELECTIVE PICTURES OF THE EVENT





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