ICT in Education Curriculum for Students

Guided by the National Policy on ICT in School Education (see §3.1), the curriculum for students is designed to promote creativity, problem solving, and introduce students to the world of information and communication technologies with the specific purpose of widening their horizons and better informing them of choices in their career pursuits. In particular, the curriculum focuses on training the student to working with a variety of resources; learning to critically appraise information and resources; and making safe, productive, ethical and legal use of these resources a habit.

Students are also introduced to ICT outside the classroom context. Their curiosity and desire to learn will prompt them to more intensely participate in ICT activities. While introduction to social networks and blogging would become inevitable, making them aware of cyber bullying or other means of violating their rights should become an essential part of the training. While experimenting with hard and software the range of learning is very high. Channelising these tendencies and co-opting them into the teaching-learning process can help teachers create able support to the ICT system in the school.

The impact of ICT on the overall development of the personality can be extremely significant. In particular its effect on the improvement of communication skills is treated as a central goal of the ICT curriculum. Language barriers and isolation can deny students access to the wide range of

digital information and resources. Physically challenged particularly the visually impaired and auditory impaired needs additional support. Heightened awareness on the part of the system will help address these students' problems of access.

Based on the availability of ICT infrastructure and the provisioning of an ICT class in the timetable, different schools or Boards of School Education can exercise the choice to begin the ICT programme with any appropriate class, but ensure that every student completes the advanced stage outlined in the National Policy on ICT in School Education before completing schooling.

This curriculum is recommended for use with students of classes 6-12. It should not be used at the primary stage (classes 1 to 5). A structured ICT programme at the primary stage is not desirable and

can be counterproductive. The ICT curriculum for students is also conceived as an important vehicle for the realisation of the goals of the National Curriculum Framework. It attempts to

introduce students to a dynamic, immensely popular field, exposing them to a wide range of information and resources, motivating them to explore and participate in. It can not only support learning, but also introduce them to diverse activities which challenge their intellect and imagination.

To this end, the curriculum is organised into four strands:

1. Connecting with the world

2. Connecting with each other

3. Creating with ICT

4. Interacting with ICT

The scope of these strands remains the same as that for teachers. In terms of activities however, the syllabus articulates content differently, taking into consideration the age profile of students, their unique needs and the objective of preparing them for their future.

The ICT curriculum broadly attempts to equip students with an ability to negotiate a range of devices, tools, application, information and resources. The course is offered in chunks of three periods in a week, which include one teacher led session and two hands on sessions. The teacher led session aims to demonstrate techniques and processes and prevent a context to the learning. Following this, students engage themselves with activities which are designed to provide adequate hands on experience.

Objectives

- After the ICT intervention games, the students will be able to:

- Create digital art and textual materials

- Use e-resources for learning of curricular subjects

- Interact with ICT devices confidently

- Practise safe, legal and ethical means of using ICT

- Develop digital literacy skills that will enable them to function as discerning students in an increasingly digital society

- Access various tools and applications for learning and skill development

- Operate a variety of hardware and software independently and troubleshoot common problems

- Use the ICT facility with care, ensuring the safety of themselves, others and the equipment

- Create a variety of digital products using appropriate tools and applications and saving, storing and managing digital resources

- Practise safe, legal and ethical means of using ICT