ISSN: 2393-8048
An International Conference on Basic Education & Computers in India
Sri Vinayak Mahavidhalya, Sri Vijaynagar, Rajasthan
11 June 2017

ICT-Based Teaching and Learning in Basic Education: A Comparative Study of Rural and Urban Schools in India

Kailash Aseri, Research Scholar, Department of Computer Science, I K Gujral Punjab Technical University, Kapurthala (Punjab)

Abstract

Information and Communication Technology (ICT) has become an important component of modern teaching and learning processes in basic education. This study presents a comparative analysis of ICT-based teaching and learning practices in rural and urban schools in India. It examines the availability and utilization of digital tools, teacher readiness, student engagement, and learning outcomes across both settings. The findings reveal significant disparities between rural and urban schools in terms of infrastructure, internet access, and integration of ICT in classroom instruction. Urban schools demonstrate higher adoption of smart classrooms and digital resources, whereas rural schools face challenges such as limited resources, inadequate training, and connectivity issues. Despite these gaps, ICT integration is found to enhance student motivation, conceptual understanding, and interactive learning when properly implemented. The study emphasizes the need for equitable ICT infrastructure development and targeted teacher training programs to bridge the digital divide in Indian basic education.

Keywords: ICT in education, Basic education, Rural-urban divide, India, Digital learning, Smart classrooms, Educational technology, Teacher training, Learning outcomes, Digital divide.