ROLE OF ICT IN ADULT EDUCATION AND EXTENSIONFOR SKILL DEVELOPMENT AMONG ADOLESCENT GIRLS IN INDIA

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Abstract

This research paper aims to develop effective ICT based teaching strategies through the task designs targeted at specific adult education. This paper investigates the role of information and communications technology (ICT) in facilitating and supporting informal learning in adults as well as skill development among adolescent girls. Informal learning garnered through leisure interests, work and day-to-day life is at least as important as formal learning provision, particularly for procedural knowledge like the use of ICTs. Although the potential of ICT for stimulating informal learning has been widely discussed, the area remains under-researched. This paper highlight the range of informal learning that is taking place and how the use of ICT facilitates such learning opportunities. This research paper also takes on these ICTs asking critical questions about their use and the ethical implications for the practice of adult education.

Keywords: ICT, Adult & Extension Education, Skill Development, Adolescent Girls.

Introduction

The term ICT was introduced around 1992 when the use of electronic mails became accessible to the general public. Information and Communication Technologies (ICTs) is a term that refers to a variety of technologies that facilitate communications and information sharing. Most often they are computer-mediated forms such as the Internet, including email and the World Wide Web popularly called the net or web.The subsequent fast-paced development of ICTs has heavily influenced the way in which we live and communicate with other, becoming an essential toll for the distribution and creation of knowledge. The rapid seemingly unstoppable development trend of technology fostered a communication revolution that has, undoubtedly, changed our perceptions and relations with the world.

Recently, there has been much more public awareness in regards to ICT and its implications in adult education. For instance, governments, private organizations and commercial firms have placed more attention on the development of technologies in order to control and handle the information and knowledge that is later diffused to the public. ICTs have serious implications in the development of the world's economy, environment impact, cultural awareness, international relations, higher education etc. Adult education and learning includes literacy programs, non-formal and formal education programs. Adult education programs are implemented in blended learning. On the other hand, adult education's relative advantage is also associated with the social status and social recognition of individuals and societies. So the complexity of ICT in learning process make more interesting in societal development.

Clearly, ICTs are an integral part of how we do our work in the community sphere, especially in issues that have global implications and meanings. Yet, these ICTs are not neutral objects or inventions that stand apart from their teachers and students. Although adult education does happen in higher education, its main concentration is in the informal pockets of civil society, whether it be non-profit organizations, community based groups or in social movement organizing. Communication and how it is done is a central concern then for adult education because much depends on the ability not only to transfer information but to do so in a way that builds civil society and creates community. The use of Internet-based community for instance, has allowed local conversations about development strategies for skill development. It must be said that the way in which we teach and learn outside higher education and official institutions may change but the concerns for people and access remain paramount.

Globalization, ICT and Extension Education

One of the first assumptions in this globalize era is that ICTs actually improve education and learning, yet we have evidence that is the case of adult education and extension. Hence, education programme for children, youth, adolescent girls and adults are very important and aim to reach downtrodden communities in the country.The implementation of ICT education programme for adolescent girls helping for their career establishment in different sectors. During the last decades, the integration of ICT in education had developed a growing interest in international academic research. Some other researchers believe that ICT influence the dynamics of the educational processes in the classroom as well as in other settings of students' daily lives.

This has been a time of great change in adult education in India and the use of ICT in Skills for Life. During the period that the present study was being carried out, the standards for adult ICT user skills were developed. The government has implemented as technology is recognized to play a major part in the solutions to major challenges which globalization is setting modern governments - economic productivity, social justice and public service reform.

ICT Theory Building and Extension Education
Technology has played an important part in the development and direction of the field of adult education. While today the term information communication technology seems to be synonymous with computers it is important to consider that technology in many forms has impacted the academic field of adult education for centuries.

The research field on education seems to recognize lifelong learning as a powerful catalyst for development in societies around the world, since education offers better opportunities for people to overcome poverty, inequalities and marginalization. Education for adults not only refers to the learning process that happens in the school boundaries but also an active process that develops through life experiences, including formal and informal settings where the person learns by interacting with the environment and others. In addition, adult education aims to eradicate illiteracy and promote the development of different competences such as numeracy, language, and citizenship values, among others.
Adult education denotes the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society. Adult learning encompasses both, formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multicultural learning society, where theory- and practice-based approaches are recognized.

Little has addressed the impact of communication technology on the theory building in the field of adult education and extension. How has it influenced the movement forward of the field itself? How has it changed the communication among professionals and between professionals and students? Technology and adult education are often discussed as two separate subjects, yet just as it is impossible to live one day without the impact of technology, it is impossible to discuss adult education without considering technology.

The growth of the field of adult education and the evolution of modern technology as well as the theorists and practitioners who were instrumental in moving the fields forward will be considered as the foundation for a paradigm shift in adult education. Since effective adult education involves not only information dissemination but communication and collaboration among its participants, online learning activities and entire online courses influence how the field itself is viewed. This new paradigm will be explored in the current and future world of adult teaching and learning. Technology's Influence on Adult Education.

Emerging and Empowering tool of Adult and Extension Education
Information and communication technology (ICT) is still recognized as a core trend that evolves endlessly and, inevitably, permeates our lives and societies. This apparent novelty could be attributed to the volatile and

dynamic nature of ICT. Consequently, during recent years there has been a growing interest in developing educational programs that aim to integrate ICT into different levels in formal and non-formal education in urban and rural settings. Although the interest in and rise of technologies date back to many decades ago, for some scholars the process of development in communication and information is a phenomena present in societies from centuries ago. Both the development of literacy skills through the use of ICT and the acquisition and development of ICT skills were examined. The primary aim of this research paper is to understand the integration of ICTs into the adult education programme. Emergence of transforming programme highlights diversity and multicultural and fundamental components for the adult education programme. Each programme aims to respect people's previous knowledge, motivation and worldviews in order to develop relevant and regionalized contents that allow learners not only to access education and the digital world but also to feel represented and to lean in meaningful settings. Following these principles, Government of India supports the transforming adult education programme for out of school youth and adults in the region.

ICTs are powerful tools that, when implemented correctly, can act as catalysts of educational reform. ICTs can improve access (for example distance education and lifelong learning) and quality of education through the use of electronic media that facilitates ways of knowledge acquisition, production and dissemination. Despite one cannot expect ICTs to be the remedy for the current challenges facing education around the world, especially in the global south, ICT in education is growingly seen as a catalyst for societies' development.

However, technology tools alone do not perform such wonders in adult education. It is a common myth to believe that computers, and other tools, improve the overall learning experience. However, school systems do not always respond fast to the technology advances and/or its implementation is deficient. Research about ICT and its integration in adult education is significantly diverse, although there are numerous scholars who have successfully demonstrated positive effects of ICT in academic achievement and school experience there are others who have gained opposite results in their research.

Skill Development among Adolescent Girls through ICT

Education is essential for people to meet their basic needs and acquire skills to succeed in the work place; literacy and numeracy are fundamental to economic growth. Although adult education and literacy is a main concern for international organizations such as UNESCO, the general overview on literacy rates is still low and did not meet the EFA goals set for 2015, which requires greater efforts by governments and organizations involved. "Literacy is fundamental for participating in society. However, the goal of having global illiteracy rates by 2015 has been missed." Under these conditions it is not only important but also necessary to provide the youth and adults with opportunities for quality education that improves their conditions in society and the work place. Where adolescent girls are able to change their opportunities and perspectives through ICTs, their empowerment affects a wide range of outcomes even in informal work setting. ICTs offer vast potential for adolescent girls from ending poverty to improving education and health, to agricultural productivity, and creating decent jobs. ICTs are especially relevant today, as we face a rapidly changing world of work. The uses of technology, manufacturing and production therefore have the potential to support upskilling, redeployment and productivity enhancement.

According to UNESCO, literacy and adult learning play a very important role in development of disadvantaged communities. Thus education is believed to empower people and provide them with the skills to overcome illiteracy and forge better chances to improve their life conditions. The uses of ICT boosts adult learners' confidence in learning as well as rapidly gain ICT skills and double the value of education for skills development among adolescent girls. The issues such as literacy in the adolescent girls are relevant in the agenda for education research and policy making. As has been shortly described education for adults and youths including adolescent girls has been addressed as a priority by several researches and has claimed more attention from governments and policy makers during the last decades in India. The core focus found in the literature relates to the adolescent girls for their skill development for livelihood.

The use of technology in adult education has modified aspects such as pedagogy implementation, digital literacy, critical thinking skills, professional development of adolescent girls, and academic achievement, to name a few. During recent times, curriculum and educational reforms have implemented digital competence and skills development. This fact assigns education the responsibility to prepare adolescent girls for the technological developments of the 21st century, equipping them with digital literacy skills much needed for the "information age."

Conclusion
ICT in education in the Indian context is a current concern for policy makers. The general aim is to include and promote the use of technologies at all levels of education; this covers formal and non-formal education, early childhood, elementary, secondary, tertiary and adult education. Therefore, the education sector should strengthen the teaching profession, technological infrastructure, pedagogies, investigation and interaction in the country through the use of ICTs that are expected to improve learning quality, access and outcomes. Introduction communication technology has influenced every aspect of our personal and professional lives. The role of information communication technology in the development of the field of adult education is highly beneficial for adult learning.

The dynamics of globalization is closely related to the rapid evolution of the information and communication technologies in the world. For many scholars and stakeholders, the easy and interactive ways to access information which facilitated by communication technologies, represent an undeniable potential for education. Hence, ICT in adult education has become the core focus of attention for numerous educational researchers, and still today, the field requires more debate and research in order to obtain the best results in benefit of educational change. In a nutshell to look at literacy, technology and learning in ways designed to develop current practices and to anticipate future directions for adult literacy work involving new technologies. Further, how to empower adolescent girls through the uses of these technologies in which information and communication technologies play an integrated and important part.

With the rapid development of ICT and its integration in education, the need for reforms in policy, improved curricula, teacher education, and pedagogical approaches are essential. These reforms should, undoubtedly, maximize the use of technology in order to provide students with the skills needed in the workplace and life in the digital society.Inthis way, the more integration of ICTs in adult education and extension is an important resource that can enhance the learning and teaching experience.

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