Research Article

Relevance of Using ICT in Teaching and Learning Drama in Nigerian Secondary Schools

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Abstract: The article examines relevance of using ICT in teaching and learning Drama in Nigerian Secondary Schools. It is important to note that one of the most remarkable events in the last fifty years in Africa is the continents' connection to the global world through the internet and mobile telecommunications. The use of computer – mediated communication in teaching and learning of various in schools and colleges, even in tertiary institutions became relevant that most of the institutions of learning do not operate without internet-based activities. In line with the demand of internet globally, teachers of the English language as a second language in Nigeria have commenced the act of updating themselves in computer literacy. Similarly, for proper conduct of this study, the following areas were discussed; Information and Communication Technology (ICT), concept of drama, advantages of ICT in drama learning, drama in education, methods of teaching drama presentation and integration of drama in Nigerian education, ICT in teaching and learning of drama among others. Based on the ideas extensively discussed herein recommendations and conclusion were drawn.

Keywords: Relevance, ICT, Teaching, Learning and Drama.

INTRODUCTION

Use of internet communication technology (ICT) in the teaching drama in English Language pedagogy is a novel tradition in Nigeria and Africa as a whole. In the view of Taiwo (2007), "one of the most remarkable events in the last fifty years in Africa is the continent's connection to the global world through the internet and mobile telecommunications". The employment of computer-mediated communication (CMC) in the teaching and learning of drama has been introduced to Nigerian socio-cultural setting as a result of the global networking of the new culture called "digital literacy". This digital culture has replaced the former 'print literacy' in the technological world. Different automated packages have been introduced into teaching and learning of not only the modern languages like French, English and German but also into the teaching and learning of the native tongues like Arabic in Egypt and other nations like Iran, Kuwait, Saudi Arabia, Syria and Malaysia; Hebrew and Greek in Israel'; Swahili in Tanzania, (Aremu, 2012).

In Nigerian socio-cultural setting, the use of ICT in the teaching and learning of drama has become common place. Teachers of English as a second language in Nigeria have commenced the act of updating their knowledge in computer literacy. Coupled with the foregoing, the states governments in Nigeria, through Ministries of Education have started organizing seminars, workshops for the English Language teachers in the way to employ the new digital technology in the teaching of English as a second language in Nigeria.

It has been examined by some scholars such as Weaver (2009); & Wire (2014) that different problems are bedeviling the use of Computer Mediated Communication (CMC) which is also called ICT in the teaching and learning of English Language in Nigeria. According to Aremu (2012), there are problems of using ICT in Nigerian environment which include; epileptic power supply, misuse of computer and internet for watching Demography and engaging in internet fraud, lack of computer- literate English Language teachers, lack of computer and internet facilities in Nigerian secondary schools, etc. The present study has been focused at examining the impacts of the employment of ICT in the English pedagogy on Nigeria's national development.

Information and Communication Technology (ICT)

The importance of information in human life cannot be over-emphasized. It is said that if one is not informed, one is deformed. Hence, it is a well-known fact that nothing can be done efficiently in an information vacuum. Wiener says that, "... to live effectively is to live with adequate information..." Magnstle (2014), observes that information is a tool for increasing relevance to the individual scientists. Wire (2014), contends that

Information is an activity. Information is a life form. Information is a relationship.

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Information is a verb not a noun, it is something that happens in the field of interaction between minds or objects or other pieces of information. Information is an action which occupies time rather than a state of being which occupies physical space (p.56).

The word information derives from Latin word, "inform are" which means "give form to". The etymology thus; connotes an imposition of structure upon some indeterminate mass. The way the word information is used can refer to both "facts" in themselves and the transmission of the facts. Thus, information contains a structure that has a meaning.

According to Shannon (2009), information is a purely quantitative measure of communicative exchanges. To Bateson, information is a difference that makes a difference. Information is data that (1) has been verified to be accurate, (2) is specific and organized for a purpose, (3) is presented within a context that gives it meaning and relevance, and (4) that can lead to an increase in understanding and decrease in uncertainty. The value of information lies solely in its ability to affect a behaviour, or outcome. A piece of information is considered valueless if, after receiving it, things remain unchanged.

Information, in its most restricted technical sense, is a sequence of symbols that can be recorded as signs, or transmitted as signals. Information is any kind of event that affects the state of a dynamic system. Conceptually, information is the message (utterance or expression) being conveyed. Information is any type of pattern that influences the formation or transformation of other patterns. Information is any detected difference. Information is a repertoire's collection detected somewhere within the system (Aremu, 2012), Information is an abstract entity which has no separate existence on its own, because no difference can exist save there are real states between which the difference holds, and which constitute its mode.

Information is the stimulus that has meaning in some context for its receiver. When information is entered into and stored in a computer, it is generally referred to as data. After processing (such as formatting and printing), output data can again be perceived as information. Krippendorf (2014), defines information as a change in an observer's state of uncertainty which compares information with energy.

Energy and information are measures of work. But whereas energy is a measure of the physical work required to transform matter of one form into matter of another, information is a measure of the (intellectual) work required to distinguish, to a degree better than chance, among a set of initially uncertain possibilities.

March & Horton (2016), regard information as both operational necessity and as an integral part of the overall business planning. Nzetta (2018), remarks that information like money gives both economic and political power to the possessor of it, power to achieve things, to take advantage of opportunities and to control people. Steven (2006) remarks that information has consistently been a significant element in the development of human society and that it has over a long period of time shaped the way we think and :, The second concept in the title of this study is communication. The word communication derives from the Latin word "communis" meaning "to share".

Communication requires a sender, a message, and a recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; hence communication can occur across vast distances in time and space. According to Eyre (1983), communication is therefore, a transfer of message from one party to another so that it can be acted upon. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver has understood the message of the str. der. Hence, communication is the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing or behaviour. The term communication may be used to mean transfer, transmission or exchange of ideas, knowledge, beliefs, attitudes or emotion from one person or group of persons to another. It is the flow or exchange of information within people or group of people. It is a process by which meaning is assigned and conveyed in an attempt to create shared understanding. This process, which requires a vast repertoire of skills in interpersonal processing, listening, observing, speaking, questioning, analyzing, gestures, and evaluating, enables collaboration and cooperation. It includes verbal, non-verbal and electronic means of human interaction. It is the essence of human interaction and learning. It is sharing information whether in writing or speech.

Communication can occur instantaneously in closed, intimate settings or ever great periods of time in large public forums, like the Internet. However, all forms of communication require the same basic elements: a speaker, or sender of" information, a message, and an audience or recipient. The sender and recipient must also share a common language or means of understanding each other for communication to be successful. The act of communication begins with internal processing about information or feelings one wants to share with someone else (called encoding). After encoding, the message is sent through either spoken or written word, which completes encoding. At the other end of communication is receiving and interpreting what was sent (called decoding). The recipient can and should confirm the receipt of message for the sender to close the communication loop.

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CONCEPT OF DRAMA

Drama can simply be defined as a play that is acted on the stage before an audience. The word drama is derived from the Greek word, Dran which means, do or act (Ibitola, 2009). Drama involves action which is one of the most important ways of seeing life. One important feature of drama is that it makes use of dialogues between different characters in a play. Another impoortant feature of drama is that it requires active participation of the audience. Duruaku (2003) sees drama as the entire dramatic output including the written and the performed.

Drama method of instruction is an innovative way of teaching the students how to be creative and also make them be actively involved in the teaching and learning process unlike what obtains in the conventional lecture method of teaching. According to Imoko (2004) in the pure lecture mode, the teacher dominates the class teaching tells the students what he wants them to know and the students listen, copy notes and memorize. The traditional lecture method has been heavily criticized as it is 'a contrast to active learning instructional technique which is characterized by active participation of students in their learning process through oral discourse, asking of questions making contributions and demonstrations of funs for learning (Bonwell & ELson, 2003). In other words, the lecture method is teacher-oriented, boring aid not in the best interest of the learners. The drama method of instruction and Social Studies have one thing in common - both aim at changing the behaviour of children positively.

Drama education uses the art form of drama as an educational pedagogy for students of all ages. It incorporates elements of an actor's training to facilitate the students' physical, social, emotional and cognitive development. It is a multisensory mode of learning designed to:

- Increase awareness of self (mind, body, and voice) and others (collaboration and empathy);
- Improve clarity and creativity in communication of verbal and non-verbal ideas; and
- Deepen understanding of human behaviour, motivation, diversity, culture and history (Basom, 2001:1).

The above assertion implies that with the use of drama in teaching, students work in groups, create ideas that will help them in communicating with each other easily and, most importantly, facilitate their understanding of the need to behave well as citizens of a given country. In other words, using drama method in the teaching of social studies is great significance to the society in many ways.

Researchers have shown that children are eager learners, constantly exploring, manipulating and experimenting with their environment in order to learn more about life (Obasi, 2012). Obasi goes further to state that children's eagerness to explore virtually everything underscores the use of visual communication than any other form of education, hence, the need for drama ....to accomplish this purpose. According to Drake & Corbin (1993), in the social studies, the arts help students through encountering drama. Students entering drama have the opportunity to freely question, pretend, and imagine within the context of historical and/or cultural knowledge. The above view is in support of the view of Weatherly (1989) who sees the first person historical narrative particularly well suited in helping students develop questioning skills. The importance of this is that drama allows students the opportunity of talking with personalities from the past. In this case, the student explains how the context of the time, place and cultural environment shape the thinking from the point of view of a historical figure. In other words, using the medium of drama, students examine how historical figures solve problems in a democracy. When individuals and their characters come together for a historical conversation, new skills and knowledge are brought to bear. Obenchain (2017), believes that drama method has the potential for students to construct new knowledge, taking them from passive recipients of information to active participants in learning. They go further to state that drama enriches the teaching and learning of social studies by promoting opportunities for student growth in academic and social thinking.

Furthermore, one of the objectives of Social Studies is to inculcate national consciousness and unity into the students. The drama method helps in facilitating this objective as it provides a cooperative learning environment in which students can employ scientific principles in their daily life (Thomson, 2010). With the drama method, students from diverse cultural backgrounds can come together and act plays that emphasize the need for unity in diversity in Nigeria.

They can equally be assigned different roles for the purpose of condemning interethnic and religious conflicts, nepotism and tribalism, among other anti-social activities. The importance of this method of teaching is that it directly internalizes and inculcates moral principles into the lives of those characters who are assigned the role of peacemakers and crusaders of national cohesion. In using the drama method in classroom teaching, some stages are involved which the teacher has to follow. These stages or steps as identified by Ahove (2001) include: Identify the problem to be dramatized; prepare the script and identify the inherent values portrayed; Allow students to select their role/character; Discuss with each actor/actress on his/her role; Set the stage for the drama and give enough time; Use guide questions for follow up discussions; Evaluate the actors' performance and the general proceedings for future improvement. Drama as

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a method of instruction has some advantages, according to Basom (2012) are given below:

- **Walking in the shoes of another:** Taking on the role of another character allows students the opportunity to play through and experience the life of another in a comfortable and safe environment.
- Self-Confide nee: When students take part in class and in performances, they learn to trust their abilities as individuals.
- **Critical Thinking and problem solving:** Students working through this process learn how to communicate their thoughts and look at things from a different perspective and formulate their decisions.
- **Imagination and Creative Thinking:** Through decision making and creative exploration, students are given the chance to play with imaginative ideas.
- **Cooperation and Collaboration:** Working in groups with other peers allows students to collaboratively discuss, rehearse and combine creative ideas with peers at various levels and
- Most importantly, drama is fun and makes learning active and hands on. Apart from the above advantages, some scholars argue that drama reinforces the attainment of cognitive, emotional and technical skills related to analysis, synthesis and evaluation (Doroin, 2009). Another advantage according to Littledyke (2001) is that drama as an educational method allows students to reflect, discuss, make connections with real life, and look at the events from different angles. In sum, with the above-mentioned advantages of drama method of instruction, the researcher feels that if it is adopted as one of the methods which will be used in teaching social studies in Nigerian Junior Secondary Schools, there may be positive improvement in students' interest and achievement in Social Studies.

Benefits of Learning Drama in Secondary Schools

- **Self-Confidence:** By taking risks in class and performing for an audience teaches students to trust their ideas and abilities? The confidence gained in drama applies to school, career, and life.
- **Creativity & Imagination:** Students make creative choices, think of new ideas, and interpret familiar materials while performing drama. (Wong, 2011).
- **Tolerance and Empathy:** Students acts roles in different situations, time periods, and cultures which promotes compassion and tolerance for others' feelings and viewpoints in them (Akyol, 2017).
- **Cooperation and Collaboration:** Students in Drama learn to work together, to cooperate, and to find the best way for each member of a group to contribute, and to listen to and accept the viewpoints and contributions of others. No other art form is more truly collaborative than Drama.

- **Concentration:** Students develop a sustained focus of mind, body and voice by playing and performing Drama Activities which also helps students in other school subjects and life.
- **Communication Skills:** Drama enhances verbal and nonverbal expression of ideas. It improves student's voice projection, articulation of words, fluency with language, and persuasive speech. Listening and observation skills also develop by playing Drama Games. (Arslan, 2010).
- **Problem Solving:** Drama is an important means of stimulating creativity in problem solving. Students learn how to communicate the who, what, where, and why to the audience. Improvisation fosters quick-thinking solutions, which leads to greater adaptability in life.
- **Critical Thinking:** Bailin (2018) details how critical thinking might be understood in the context of drama and drama education.
- **Attitude & Self-Concept:** Shannon (2012) reveals a positive change on attitude and self-concept of students using creative drama, puppetry and social skills training.
- **Emotional Outlet:** Improvisations and drama games allow students to express their emotions. Thus, their aggression and tension are released in a safe and controlled environment which reduces anti-social behavior of students. (Kokoric, 2011).
- **Self-Discipline:** The process of moving from ideas to actions to performances teaches the value of practice and perseverance in students.
- **Social Awareness:** Legends, myths, poems, stories, and plays used in drama teach students about social issues and conflicts from cultures, past and present, all over the world.

Besides being a fun activity, many drama activities reduce stress by releasing mental, physical, and emotional tension, helps in building trust between students and teachers, improves physical fitness of students through kinesthetic involvement and also helps in strengthening memory of the students.

DRAMA IN EDUCATION

"Education is concerned with individuals; Drama is concerned with the individuality of individuals, with the uniqueness of each human essence." Brian Way (1967).

Drama is highly regarded as an effective and valuable teaching strategy because of its unique ability to engage reflective, constructivist and active learning in the classroom (Mezirow, 2015,).Drama is an experiential, active learning tool. Children "live through" the Drama exploring and expressing their thoughts, their values, and their feelings in a controlled, play-based learning mode. It allows children to respond intellectually, physically, and emotionally to a variety of imagined situations through movement and role-playing, using action and dialogue appropriate to the

content. Learning with Drama enhances learning in all other areas. Through Drama, students are able to make connections between previous and current learning and among various subject areas.

Aboze (2016) maintains that Drama begins not with somebody's text, but with the child's self-expression through the acting of his own experiences. Theatre imposes several limitations on self-expression, In Drama theatrical limitations do not exist. The child is free to develop ideas and conflicts along his own lines, and reach his own conclusions. Through play, child learns to grow up. They explore impending situations and become less afraid of them. The drama teacher's job is to discipline and direct the child's play into channels where he needs to make worthwhile decisions and discoveries. Drama then becomes a positive educational force, not merely a useful haphazard way of learning.

Drama in Education (D.I.E) uses the art form of drama as an educational pedagogy for students of all ages. It is the use of dramatization for the purpose of student's learning. Educational Drama is defined as "Drama in which there is no external audience, no prepared script, and in which the teacher frequently takes on roles with students" (Wilhelm 85 Edmiston, 1998). Educational drama utilizes skills across the range of dramatic activity, everything from teacher-in-role to normal theatrical conventions of audience and spectator. D. I. E is the use of drama as a means of teaching across the curriculum(Aboze, 2016).

It is used to expand learners' awareness, to enable them to look at reality through fantasy and to look below the surface of actions for meanings. The term "Drama in Education" is an umbrella term that incorporates the various disciplines, forms, and applications of drama, creative dramatics, and theatre arts for educational purposes. Drama in Education encompasses related disciplines and art forms such as Role Play, Mime, Pantomime, Clowning, Drama games, Storytelling, Radio Drama, Melodrama, Monodrama, Puppetry, Improvisation, Mask Theatre, Public Speaking, Playwriting, Directing, and Play productions.

Drama in Education helps in developing the overall personality of the child. It has a positive impact on student's physical, emotional, social, and cognitive Development. It is a multi-sensory mode of learning designed to:
- Increase awareness of self (mind, body, and voice) and others (collaboration and empathy).
- Improve clarity and creativity in communication of verbal and nonverbal ideas.

Methods of Teaching Drama in Secondary Schools in Nigerian context
Like all language activities, drama must be well prepared and conceived before the lesson gets underway. The teachers have to decide why they intend to use dramatic activities with any particular class in order to be able to justify the decisions taken. Some reasons for using drama could be its relevance to the syllabus, the chance to increase awareness of paralinguistic features, linguistic accessibility, intrinsic interest, practicability in terms of lesson time, student numbers and space, and the possibility of using dramatic activities in the future, thereby providing continuity.

The teachers ought to have a clear idea of what they want to achieve in both general and specific terms. The teacher must therefore ask what the students will need to do in the language to successfully carry out the activity, ask if the students know any of the phrases they are likely to need to express these functions, and ask which functions will be called upon (Maley, 2015).

Presentation and Integration of Drama in Education
Holden (1982), suggests the following five-point plan for integrating drama activities into the lesson. First of all, the teacher presents the idea, theme, or problem to the students, organizing any preliminary work and making sure that the students know precisely what to do. Then the students discuss in groups what they are going to do and exactly how they are going to do this. Thirdly, the students experiment in groups with various interpretations until they are satisfied with one. A possible fourth stages would consist of students showing their interpretation or solution to another group or to the rest of the class. Finally-or even in place of the fourth stage-the students may discuss their solution in groups or with the rest of the class. This discussion can serve as a form of assessment for the students of their work. The discussion following dramatic activities makes learners feel that the scene upon which they have just been working has had a satisfactory conclusion with all loose ends being tied up. The discussion should be structured and centred on what happened and why, and it should also address the question as to what the individual student would have done in a similar situation. The motivation to participate in such discussions will depend upon whether they can be made relevant to the interests and potential problems of the class, and upon whether these discussions can provide a meaningful context for real conversation in English. Discussion sessions could be chaired either by the teacher and the whole class, or conducted in groups under the guidance of a nominated group leader, which would certainly increase the amount of individual student talking time.

Mime: Dougill (2014), defines mime as "a non-verbal representation of an idea or story through gesture, bodily movement and expression". Mime emphasizes the paralinguistic features of communication. It builds up the confidence of learners by encouraging them to get up and do things in front of one another. Mime helps develop students' powers of imagination and observation, and can also be quite

simply "a source of great enjoyment", with students tending "to be very enthusiastic about this aspect of drama"..

Mime is a great way of reinforcing memory by means of visual association, and recall of language items is assisted whenever an associated image is present (Rose ,2015). Mime can help to fix language in the minds of the students, and the following activity demonstrates how vocabulary items can be revised and reinforced. . Placing a box in front of the class, the teacher mimes taking something out of it and asks students to take a guess at what it could be. The teacher then invites a student to approach the box and whispers the name of the object to the student, who in turn mimes taking the object out of the box.

Simulation

A simulation activity is one where the learners discuss a problem (or perhaps a series of related problems) within a defined setting. In simulation activities, the students are either playing themselves or someone else. Simulation activities are also interaction activities with various categories of dialogues. One category would be social formulas and dialogues such as greetings, partings, introductions, compliments, and complaints. Simulation exercises can teach students how to function in a social situation with the appropriate social niceties; for example, students could practice how to turn down a request for a date.

Another category of simulated interaction activity is community oriented tasks, where students learn how to deal with organizations like the DHSS and how to cope with shopping, buying a ticket at the railway station and so on. This sort of simulation helps students' communicative participation in the community and at the very least helps them in the task of collecting important information.

Information and Communication Technology in the Teaching and Learning of Drama

The wide use of information and communication technology in Education has equally affected the teaching and learning of drama. No wonder, Akabogu (2017), argues that technology can provide students with language experiences as they move through the various stages of language acquisition. She points to the limitless opportunities that students have using the on-line-data base to have access to the native speakers of the English language which allow the second language learners to access the voice patterns of their speech with that of a native speaker. Butler (2017), also points out that the role of technology as a resource for instruction of second language learners is increasing as educators recognize its ability to create both independent and collaborative learning environments in which students can acquire and practice new languages.

Otagburuagu & Eze (2007) equally note that computer programmes such as Microsoft word, Microsoft power point, Microsoft publisher, Corel Draw, Corel RAVE, etc can be brought to the aid of language teaching and learning. Again internet programmes such as Microsoft internet explorer, Google, Alta visa, encyclopedia, dictionary office 2003, voice command, etc. can offer tremendous assistance in the teaching and learning of the literature in English.

Hence, through the use of internet, word processor, multimedia, hypermedia and drill and practice programmes, students can engage in individualized instruction designed to meet their specific needs and participate in corporative projects that foster communication with peers in their classrooms and throughout the global community. This is because if wisely used, technology can play a major role in enhancing all L_2 learners' contact with the target language, regardless of their study abroad experiences.

Blake (2014), considers the increasing contact with the target language to be one of the significant factors for successful learning of drama. The situation whereby the learner goes to the area where the target language is spoken and totally occupies himself/herself with the society and culture clearly remains a preferred (though expensive) method for acquiring linguistic competence in another language. But the situation whereby some students are unable to take advantage of study abroad opportunities, they can have access to the voice of the native speakers through technology.

It is true that computers are not human and cannot interact with anyone in the sense that two human beings can but Byron (2014), argues that people's interactions with computers, television, and new media are fundamentally social and natural, just like interactions in real life. Their research has revealed that users understand the language of computers and respond to the "personality" of both interface and whatever computer agents or computer animated guides that are present. Therefore, computers are and respond to the "personality" of both interface and whatever computer agents or computer animated guides that are present. Therefore, computers are social actors as well, at least from the students' perspective, which is all that really matter.

Akabogu (2018) maintains that in this ICT dominated era, language arts teachers must be ready to step into the status quo as well as to advance the teaching profession by infusing technology into their teaching. Teacher educators on their own part should be models of that process. They came up with basic steps to be taken in order to enhance language teaching and learning experience and these steps are:

Introduce and infuse technology in context;
Focus on the importance of technology as a literacy tool;

Model language arts learning and teaching while infusing technology;

Evaluate critically when and how to use technology in the language arts classrooms;

Provide a wide range of good opportunities to use technology;

Examine and determine ways of analyzing, evaluating and grading language arts technology projects; and Emphasize issues of equity and diversity.

Aremu (2014) examines the impacts of ICT in English Language pedagogy on Nigeria's national development through a questionnaire administered among one hundred and eighty students from six Nigerian federal government colleges. Stratified random sampling technique was employed in gathering the data. The findings revealed that ICT usage in Nigerian education is reducing illiteracy and poverty and is also improving the nation's technology; there is significant relation between ICT in education and national development; and ICT in English Language pedagogy helps develop Nigeria's economy. It was recommended that government needs to curb the misuse of this automated and digital tool, and also improve the nation's power sector as well as developing positive attitude to supplying of automated gadgets for teaching drama.

CONCLUSION

This study is concerned with the use of ICT in the teaching and learning of drama in secondary schools. Four research questions were used to obtained relevant information. The target population of the study comprises 4,519 SS2 students and 58 literature teachers. 452 students and twelve literature English teachers were sampled. A questionnaire was administered to the students and teachers. The data was analyzed using simple percentage and mean scores where applicable.

From the analysis and discussion of findings, the researcher observed that ICT facilities are not adequately provided for the schools and the available ones are not even used by the teachers. A good number of the students and teachers possess some basic ICT skills such as booting of computer, saving of document, using of Microsoft word, editing of text, printing of document, recording and playing of tape, and using of ear piece. But, they lack skills in the use of power point, retrieving information from the internet, sending and receiving e-mail, and the use of projector.

Some factors such as lack of knowledge of ICT, computers for the class size, constant electric power failure, trained personnel to handle ICT instructional materials, language laboratories, possession of personal computer and access to internet facilities impede the effective use of ICT in the teaching and learning of drama in the secondary schools.

Recommendations

Based on the variables on the study, the following recommendations are made:

a) The school administrators should encourage government to provide ICT facilities in the schools.

b) The school administrators should also encourage individuals and NGO's who are interested in supporting the schools to donate ICT facilities.

c) The ICT facilities should be used during classroom interactions as they enhance all L2 learners' contact with the target language without going abroad to study.

d) The staff and students should be adequately trained at cheaper or no cost for proper utilization of ICT facilities. There should be constant supply of electricity to secondary schools or generating plants as alternatives, for effective use of ICT facilities in case of power failure.

e) The students should be encouraged to visit cyber cafes to use the technological resources available for effective practice of drama like audio blogging, podcasting and video casting, videoconferencing, and voice chatting.

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