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THE IMPACT OF ICT ON THE EDUCATION STRUCTURE

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ABSTRACT :

   Today we are the present evidence of the changing world. The emergence of Information and Communication technology has changed the wholesome of traditional outlook. Even the ICT has made an immense promotion in the field of education. The education structure is also been affected by the Information and communications technologies (ICT). The process of teaching and learning is been changed through the potential of ICT as a source of knowledge, a medium to transmit content and a means of interaction.

   This paper analyses the impact of information and communications technology on the teacher's role and its impact on teaching-learning process. It also examines what differences do communication technologies make to colleges and how does ICT make learning effective.

KEYWORDS : *Information and Communication technology , source of knowledge.*

INTRODUCTION :

   The teacher's role changes as ICT enters the classroom. ICT changes the working style as well. The teacher can teach effectively as ICT becomes a handy tool and add extra curriculum content. Even the teacher's way of teaching is changed.

   Colleges are immensely effected by ICT, in particular, the Internet. The flourish of the Internet has been rapid - the World Wide Web started its exponential growth only in 1994. The present paper is an analysis of the impact of Information and Communications technology on teachers and the teaching-learning process. It's an analysis to come out with the differences made by ICT upon the colleges to make the learning effective.

COMMUNICATION TECHNOLOGY AS A BOON:

   Many communication possibilities such as email, Internet, the world wide web and video-conferences, Facebook, Twitter, etc., have been created by the new information and communications technologies for the colleges. The communication over distance is made simplest than ever before in a classroom connected to the Internet. Even Cultural understanding can be elongated outside the closed culture of a college beyond the immediate social environment with help of Communication. Experiences can be exchanged by Students in one country with students in another using email or a video-conference. When students work with ICT, they often work together in groups or teams. Initiating often as a solution to shortage of computers, the experience of group work brings new benefits, by motivating students to develop the interpersonal skills necessary for life after college.

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Problems can be solved and goals achieved by the students with the help of the teamwork. Having idiosyncratic role, each student is fully involved in a common task as ICT gives them a means to communicate and to control their communication. Their self-esteem is enhanced by the challenge which further provides them a perception of potentiality. As a sequel, the relations between teachers and students tend to change. The students when connected to the computer in On-line communication obtain control upon it themselves. The teacher loses the consortium in the connected classroom and becomes promoter, s/he accelerate learning.

ICT can help to make the classroom a more comprehensive domain through engaging students in joint enterprise. According to their individual competence ICT has something to offer most students. Email, for example, offers "virtual mobility" to those who lack physical mobility. But communications technologies can be a force for barring as well. For example, Students are forestalled or hampered when they encounter language barriers on the world- wide- web. Sometimes tentative students, those who are more hesitant about using computers, are been excluded by ardent students. Such fervent students, then, are provided a set of tools by ICT that help them, more or less, not only with their college work but once the technicalities or formalities are mastered they make it mostly delightful.

As for the teachers, ICT constitutes a different challenge. It creates a challenge for the teacher to become the coordinator of learning by collocating teamwork, abiding involvement and managing classroom activity. They spend their time mostly supporting individuals and less on whole class teaching. The creation of teaching-enabled environments through effective use of ICT in the classroom may indeed have the effect of releasing hidden potential among students.

IC AND PILLARS OF LEARNING:

One cannot face the future merely by knowledge-based learning of traditional colleges. A framework for educational reform for the new environment has been proposed by International Commission on Education for the Twenty-first Century. It forms a good basis for discussing the relations between ICT and learning. The key idea of the report is a framework for learning of four pillars:

Learning to know;
Learning to do;
Learning to live together; and
Learning to be.

A new and different balance between knowledge and other types of learning is introduced by the idea of the four pillars. The first element, learning to know, is the basis of most traditional education, but in the new framework it also comprises "learning to learn". The second is formulated predominantly, including, the proficiency to deal with many situations and work in teams. The third pillar, learning to live together, refers to family and community to develop an understanding of other people and an appreciation of interdependence, in a spirit of respect for the values of cultural diversity, mutual understanding and peace." Finally, "learning to be" relates to the development of individual aptitude.

The four pillars also present new and different dimensions. In traditional education, learning is cramped or limited. In the future, learning may reflect more closely the complex and multidimensional nature of life outside college. Hence the question arises : What will be the role of ICT in achieving this new dimension?

As we already know ICT plays an important role in invigorating interaction and discouraging sluggishness, it helps to extricate teaching and learning from the hindrances of the linear curriculum. ICT provides a bridge between learning at college and learning outside, at home or farther fields. It gives substance to the concept of learning to live together. The idea of "Learning to be" is particularly pertinent. The notion suggests that the indirect learning which takes place in the connected classroom will have an authorized place at college in India, in future. Though there are many other ways in which ICT can make learning effective, but the framework of the four pillars emphasizes the value of balanced development. Therefore ICT helps teachers, as well, to achieve this balance.

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BENEFICIAL CHANGE IN TEACHERS' ROLE:

As it has been discussed already ICT brings significant changes in the teacher's role`. There are some dramatic changes, such as, Change in relationship with students; Change in role to facilitators and managers who support learning; Change in the content and scope of teaching Changing focus of control, from teacher to learner. The resources and technical expertise are important. The shortage of hardware or the connection to the internet or the infrastructure cannot be considered as the biggest barriers for most colleges who lack them. But the main difficulty is to renovate teaching.

Computers are to be amalgamated by teachers as tool of a profession in their teaching. The principle barriers faced by teachers in the adoption of new technologies have been summarized in a recent study as follows:

1. Large psychological barriers to trying out and using ICT.
2. Difficult to change the pedagogical beliefs underlying teaching.
3. Difficult to change deep-rooted mental structures on the "art of teaching".
4. Teachers are afraid of losing authority and class control because they believe their competence in working with ICT is inferior to that of their students.
5. Rapid pace of change in computer infrastructure and software; teachers and colleges cannot keep up problems and pitfalls at the institutional and governmental level.
6. The effort required from teachers to master new technologies is underestimated.

Though ICT is a tool of great value, its effective use demands mastery of a range of specific skills. Introducing teachers at all levels to the necessary skills is an immense challenge when technology continues to develop fast. Knowledge of the technical whereabouts is only one part. One cannot separate the effective use of ICT from attitudes and approaches to teaching and learning. The present teacher needs to take a loom that is relatively open, to seek to inspire, support and facilitate learning, to create an environment conducive to learning. The use of technology and traditional methods of teaching and learning must and should be balanced.

Effective integration of ICT in colleges may thus, in the end, require the transformation of college culture. ICT acts as the catalyst which stimulates new ways of thinking about teaching and learning, and finally brings change in the classroom.

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