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## INFUSION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN TEACHING-LEARNING PROCESS



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### Short Profile

Digvijay Pachauri is a Research Scholar He has completed M.Sc(Maths) M.A (pal.sci), B.sc, B.Ed, M.Ed, M.phil, Ph.d .He has research experience of 8 years.

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### ABSTRACT:

Modern age is the age of information and Communication Technology (ICT) Twentieth Century is said to have experienced a communication revolution, At the ,centre of this revolution are communication technologies, The recent revolutionary developments in communication and

information technology have opened up cost effective approaches for providing the reach of education to the youth as well as to those who need continuing education for meeting the demands of fast changing society. Therefore, there must, also be a vision for shaping the contours of education which is outward-facing, globally-integrating, sustainably developing, technology-exploring, partnership-building and information networking in the current age of information technology revolution which is witnessing the reduction in the cost of transmitting information. With the advancement of Information Technology, the entire teaching learning process has undergone a change. Information Technology' provides scope for individualised learning. The learner chooses what he wants to know and how.

Almost every human endeavour and every sphere of human life has been affected by Information Technology and the impact seems to increase with its growth. Education is one such human endeavour, which is being gripped by Information & Communication Technology with an incredible speed. Therefore Information Technology will change the way we teach and the way we learn. Hence, recomising the Information Technology will be a frontier area of knowledge in the twenty first century and critical enabling tool for assimilating, processing and for providing value addition to all spheres of knowledge. Therefore, such changes in our educational system will be recognition of the sovereignty of the learner and for making education reality-oriented and learner centred.

### KEYWORDS

*Information And Communtcation Technology (ICT), Teaching-Learning Process, communication technologies.*

## INTRODUCTION

Education leads to human enlightenment and empowerment. It has the potential to open avenues of higher and better quality of life for each and everyone. A sound and effective system of education unfolds the hidden potentialities of every individual and is capable of enhancing his knowledge, competencies and skills. It is also capable of transforming interest, attitudes and values. The social scenario organically links itself to the age of information and Communication Technology. Twentieth Century is said to have experienced a communication revolution. At the centre of this revolution are communication technologies. The recent revolutionary developments Information and Communication Technology have opened up cost effective approaches for providing the reach of education to the youth as well as to those who need continuing education for meeting the demands of fast changing society.

The ICT has entered in our lives in a big way and we are responding to these trends. The UNESCO has established International Institute of Technologies in Education (IITE) at Moscow. It has begun looking at the various aspects of ICT policies, education, training and development. It has produced interesting case studies, and other literature related to Asia Pacific Region. The Regional office of UNESCO; Bangkok is encouraging the development of ICT in education at different levels. The central, and state governments of India have entered in the area of IT & ICT in education in a big way. The Ministries, UGC, NCERT, NCTE, NIP A, Open Education, School Boards and other organisations are supporting ICT in different forms and levels. Therefore, we need to do fundamental work in the context of developments in the field of Pedagogy, Information Technology and our understanding.

Earlier the teacher used to recommend some journals & articles for reading to pupils and each pupil had to make a photocopy of the article for reading purpose. Now the teacher puts the article on the internet and this becomes available to all pupils in their rooms or in their laboratories. This enables students to do wider reading without exerting a great deal of efforts in searching and photocopying. It is also possible that when a pupil finds any difficulty in solving a problem, then instead of going to the teacher and requesting for his help the student can type out his problem on the internet website for the course and teacher can explain the problem from his office at the time convenient to him. Sometimes when a student puts up his problem on internet web site, other students may be able to explain or solve his problem. Thus the teacher's help may not be needed. Therefore, students can also help one another through Internet. Hence in my opinion this is a great facility in teaching and learning process.

Similarly, teachers, give assignments and after students have solved the problem, the teacher gives the correct solutions on the internet so that each student can compare his answer with the solution on internet. In this way he can know, what mistakes he had made? This will facilitate teacher - pupil interaction and relationship- on a large scale. Thus, ICT will help in providing information's correctly in different formats. On internet many web sites are available which may be utilized by teachers and pupils for developing decision making abilities, reasoning, thinking, creativity and problem solving abilities etc. Besides, information's available on CD, Audio Cassettes, Video Cassettes which are part of Information Technology, can also be utilized by students and teachers for updating their knowledge. We know that teaching and learning is a function of communication, Information and communication revolution is now all set to change the way pupil will learn and the way educational training will be transacted. After e-commerce, e-schools do not seem to be very far. Virtual universities are already raising their heads.

Now a pertinent question arises at this juncture; can an electronic class take over the chalk and black board variety? It will, be premature to affirm or negate the notion, but this form of education will definitely change the way pupil will learn in the Twenty First Century. Instead of using the same old

classroom techniques, with the new technology, educators are looking forward to developing new approaches especially for the web sites. These new web approaches may integrate features like book websites, pocket computers and audio-video equipments. Hence we can say that ICT can be utilized for managing resources examinations, curriculum development administration methods evolution and teaching learning process more effectively.

Moreover, Information and Communication Technology is making global impact in the field of teaching and learning. It is also bringing remarkable revolution in the teacher training programmes. It provides scope for individualized learning. The learner chooses what he wants to know and how he can, thereby effecting a shift to self learning. ICT has begun to challenge what schools try to teach and the whole basis of assessing the knowledge & skills that pupils acquire. Furthermore the fact that these technologies affect the way people think and learn has been widely recognized.

Thus, almost every human endeavour and every sphere of human life has been affected by ICT and the effect seems to increase with its growth. Infusion of ICT in teaching learning and School therefore, has a strong pedagogical rationale and is a natural sequence in the evolution of the schooling and teaching learning process. With the advancement of Information and Communication Technology, the entire teaching learning process has undergone a change. This change will be felt more and deeper with the passage of time and will significantly affect the profile of the learner as well as the teacher. The new courses should help teachers acquire skills or using information and Communication Technology as well as making the best use of computer technology in curriculum transaction. All innovative experiments in the areas of media production, interactive video and multimedia computer software are curriculum development processes the teacher adopts in instructional design that help learners master heuristic and algorithmic strategies for tackling new problems using the computer and communication technologies.

A method of evaluation and assessment of what student learn in ICT -rich environment supported by the computer and communication technologies must evolve, for this environment is going to cause perceptible shifts from:

- ✦ traditional learning atmosphere to a climate or values that encourages exploration, problem-solving and decision-making
- ✦ didactic classroom teaching to participatory and interactive group learning; linear, sequential reasoning to search for patterns and
- ✦ connections; mastery of fixed body of knowledge to understanding a web of relations, between the parts of a whole; and
- ✦ collection of information to processing of information, leading to knowledge management skills.

Thus, the traditional tests cannot measure the skills and abilities that result from these shifts. It is only with new skills and perceptions that the teachers can assume their new role as a facilitator of learning and implement and maintain innovations in the classrooms. Therefore, recognizing that Information Communication Technology will be a frontier area of knowledge in the Twenty First Century and a critical enabling tool assimilating, processing and providing value addition to all spheres of knowledge. Hence, such changes in our educational system will be recognition of the sovereignty of the learner and for making education reality oriented and child centred. By using various types of ICT, the teaching learning process can be enriched to make the teacher and learner more empowered.

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