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ROLE OF ICT IN EDUCATION

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ABSTRACT:

The role of education is the most important factor in the development of a nation. ICT Stands for Information and Communication Technologies. ICT refers to technology that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums.[1] Information and communication technologies (ICT) have become commonplace entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of venture within business and governance. Within education, ICT has begun to have a presence but the impact has not been as extensive as in other fields. Education is a very socially oriented activity and quality education has traditionally been associated strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more student-oriented learning settings and often this creates some tensions for some teachers and students.[3]

KEYWORDS:

ICT; Education; Teaching;

INTRODUCTION:

Information and communication technology (ICT) is a force that has changed many aspects of the way we live. If one was to compare such fields as medicine, tourism, travel, business, law, banking, engineering and architecture, the impact of ICT across the past two or three decades has been enormous. The way these fields operate today is vastly different from the ways they operated in the past. But when one looks at education, there seems to have been an uncanny lack of influence and far less change than other fields have experienced.[2]

The role of education is the most important factor in the development of a nation. The remark made by the Kothari Education Commission (1964-66,"The destiny of India is being shaped in the classrooms." It throws light on the importance of Education in modern Indian. No country can progress unless it focuses attention on education. (This education needs to be of high quality, because only quality education can bring the desirable changes among the people. If education needs to be in track with the contemporary changes and developments in the society.[1]

ICT Stands for Information communication and Technology which individually has very Narrow Meaning but when they join together they are able to bring the revolution In education system. The



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Information Communication and Technology generates the number of different ways of flow of instruction or sharing of information in particular field. It is the mean for flow of information. It is also a means of sharing of data or Knowledge of individual through technology or by means of technology[3]

The Potential of Information and Communication Technologies (ICTs) Today, from the time we awaken in the morning to the time before we sleep, we are surrounded by media, such as newspapers, radio, television, and computers. Sometimes we are not even aware that we are surrounded by these media. All these media come under the overall umbrella of what are known as today's ICTs. Knowing and using ICTs is important in today's fast changing knowledge society, but we very often are confused about what these media are.

13.2.1 Definition of Information and Communication Technologies (ICTs) Information and Communication Technologies (ICTs) are often associated with the most sophisticated and expensive computer-based technologies. But ICTs also encompass the more conventional technologies such as radio, television and telephone technology. While definitions of ICTs are varied, it might be useful to accept the definition provided by United Nations Development Programme (UNDP): 'ICTs are basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television and telephone, and the 'new' ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to form our 'networked world' – a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe'. When we talk of ICTs, we refer not only to the latest computer and Internet based technologies, but also to simple audio visual aids such as the transparency and slides, tape and cassette recorders and radio; video cassettes and television; and film. These older and more familiar technologies are referred to under the collective heading of "analogue media" while the newer computer and Internet based technologies are called the "digital media". However, in today's world, with the increased convergence or blending of the engineering designs and with the coming together of the satellite and the computer, the dividing lines between these different media are becoming blurred and consequently, the way people define and refer to ICTs is also getting blurred. Often, the definition of ICTs is also done in terms of "old" and "new" as if to distinguish between the analogue and digital. But what is "old" and what is "new"? Livingstone (1999), in an extensive exploration of the idea of newness, has argued that the notion of "new" can 176 USHA VYASULU REDDI either be seen with reference to the "newness of technology" or in the context of "what's new for society" about these media. Livingstone further argues that what is new for the western world is not necessarily so for the rest of the world. Within a social context, the introduction of radio or television may be as "new" as the introduction of Internet. While there is much euphoria about the ICTs, after more than half a century of research, social scientists are still sceptical about tall and ill defined claims about potential societal changes that



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may follow a technological innovation. This means that ‘new’ cannot merely be defined either in terms of time and time scales or in terms of the technology innovation.[4]

The impact of ICT on *what* is well-read

Conventional teaching has emphasis content. For many years course have been written around textbooks. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favouring curricula that promote competency and performance. Curricula are starting to emphasise capabilities and to be concerned more with how the information will be used than with what the information is.[3]

The impact of ICT on *how* students learn

Just as technology is influencing and supporting what is being learned in schools and universities, so too is it supporting changes to the way students are learning. Moves from content-centred curricula to competency-based curricula are associated with moves away from teacher-centred forms of delivery to student-centred forms. Through technology-facilitated approaches, contemporary learning settings now encourage students to take responsibility for their own learning. In the past students have become very comfortable to learning through transmissive modes. Students have been trained to let others present to them the information that forms the curriculum. The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learning process. The following sections describe particular.[3]

The impact of ICT on *when* and *where* students learn

In the past educational institutions have provided little choice for students in terms of the method and manner in which programs have been delivered. Students have typically been forced to accept what has been delivered and institutions have tended to be quite staid and traditional in terms of the delivery of their programs. ICT applications provide many options and choices and many institutions are now creating competitive edges for themselves through the choices they are offering students. These choices extend from when students can choose to learn to where they learn.[3]

Objectives of ICT execution in Education

1. To implement the principle of long lasting education.
2. To increase the variety of educational methods and services.
3. To promote the equal importance to slow and gifted children.
4. To promote the Technology Literacy among citizens.
5. To increase the literacy rate through Distance Education.
6. To support schools in sharing experience and information with others.



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Need of ICT in Education

1. Education is a lifelong process so there is need to access it anytime and anywhere.
2. For the explosion of Information to cope up with ever changing needs of the society.
3. Aim of Education is to meet the need of variety of learners for fulfillment of their needs through ICT.
4. To increase the literacy rate in India.

CONCLUSION:

This Article has hunted to explore the role of ICT in education as we progress into this century. Extrapolating current activities and practices, the continued use and development of ICTs within education will have a strong impact on:

- What is learned;
- How it is learned;
- When and where learning takes place;
- Who is learning and who is teaching.

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