

Impact of ICT in Teaching, Learning and Evaluation

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ABSTRACT

Globalization has brought about an immense change in every walk of life right from the habits of eating to habits of working. How education sector can be exception to this alteration? It has gone through a great change in the country like India. We have moved from our ancient heritage education system of Gurukula to the modern day techno-savvy university education system. Today, education has become all inclusive process covering almost all aspects of life—social, cultural, political, economic, national, etc. Present is the era of information communication technology (ICT) which made transmission and spread of information most reliable and easiest. The Indian education system is striving to impart the overall development of individual and society and enabling the teaching-learning community to compete the global market with sustainable growth and development. Teaching-learning and evaluation is the base and center of our education system.

I. INTRODUCTION

The monitoring agency like National Assessment and Accreditation, more popularly known as NAAC often emphasizes and signifies the process of teaching-learning and evaluation considering one of the major criterions of 350 points/ marks among seven indicators of assessment. The present paper is an informative outcome of the discovery in the area of

teaching-learning and evaluation and sheds ample light on the use of ICT and its vital role in the process of teaching and learning with an example. ICT is an inevitable marker and a part of strategy of any educational institution which wants to cater the teachers-students diversity and aims at smooth/ fair administration to come out with potential results from the institution. In a document of UNESCO shared online, the ICT has been defined with broader perspective advocating its scope, importance and nature of use, especially highlighting in the field of education: “Information and Communications Technologies (ICTs) are a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. Communication and the information are at the very heart of the educational process, consequently ICT-use in education has a long history. ICT has played an educational role in formal and non-formal settings, in programs provided by governmental agencies, public and private educational institutions, for profit-corporations and non-profit groups, and secular and religious communities.”.

According to the definition, the role of ICT tools is very wider and has multidimensional and multifunctional task as it can be used to “communicate”, “to create”, “disseminate”, “store” and “manage” information on diverse levels—teachers-students, teachers-management, students-management, teachers-students-administration, teachers-students-public, etc.

The tools and resources of ICT include all modern day inventions in the field of internet, software and hardware tools which are used to communicate through satellites, computers, mobile phones, tablets and similar devices and also the old day tools like telephone, television and radio. It has enhanced the progress in education sector rapidly. Most of the institutions use it at its best to reach a wide diversity of social communities or public.

Impact of ICT

ICT must become a priority in the Indian colleges diversely spread over vast rural geography, as it is in most of the European countries. It's a challenge for the country like India but can be achieved. The present honorable Prime Minister of India often talks about digitization of education system and emphasizes the need of skilled manpower production from the educational institutions promoting the world level digital teaching and learning. Many steps have been and being forwarded in this connection by University Grants Commission (UGC) and NAAC.

The process of teaching-learning has become more students centric and its set aim is to produce skilled work-force. The traditional approaches and methods of teaching-learning have witnessed a reformative transformation and its place is occupied by ICT tools such as online smart-boards, projectors, laptops, android systems, PCs, online lectures, tablets, cellular phones, e-readers, web resources and many other software and hardware devices.

Education satellites also have made its stake in the process of teaching-learning and evaluation; e.g. India has launched world's first education satellite called EDUSAT in 2004 to impart distance learning to millions of Indians and have developed virtual digital classrooms. The use of ICT tools and resources is highly increased in recent years even the main focus is to promote such learning by reaching at every nook and corner of the country. To implement this type of teaching-learning program, highly qualified and well trained man power is needed and hence teacher education becomes an issue of the first attention. The significance of teacher education/ training is highlighted as:

“The quality of basic education provided to our children is largely influenced by the quality of our teachers in the schools. As no nation can afford to provide poor quality education, it is necessary that we build a strong system of quality teacher education—on which depends the quality of the teacher and ultimately the Nation's education”. Hence teacher training programs have an immense importance in the transaction of teaching-learning and it needs to be impacted by using ICT resources with a wide range.

The access to ICT tools for teachers and students provide an interesting and mutual communication while teaching and learning. It benefits both teachers and students on a greater scale. Here an example/ model of how to use ICTs in literature classroom is furnished which can also be exploited in other streams of study. British Council has developed a lot of tools and online courses to educate teachers all over the world and they offer special kind of programs on demand.

An Example of Use of ICT in Literature Classroom: Teaching Shakespeare in a literature classroom has really become a pleasurable activity with use of projector/ screen. A teacher can use as many resources as he/she has available at hand. A good kind of power point presentation can serve the purpose. Different types of online resources can be supplied while teaching the play like Othello—one may use pictures/ images from Flickr or google search, you tube videos,

delivered lectures by scholars or can have an online workshop or webinar on the same topic. We also can show the Hollywood/ Bollywood movies based on the play; e.g. Bollywood movie Omkara is based on Othello.

This creates an interest among students and causes to change their habits of learning. Students get complete understanding of the play with its various facets. It increases the level of confidence of students and their learning can be tested at the end of class by asking some questions, distributing handouts for the homework or they can be said to prepare a seminar or short presentation on the topic.

The outcome of such activities is very fruitful and these techniques are being used on a larger scale in Indian classrooms. There may be other many ICT tools and resources which can be exploited while teaching language and literature. The only thing is how effectively we use ICTs to improve teaching and learning quality and be able to produce the solid outcomes. According to Devi, “The role of technology is significant in language teaching, especially in English language teaching. The use of technology enables English language teachers to make the learning experience motivation for learners by providing them enjoyable activities.

II. CONCLUSION

In addition, use of various multimedia tools helps learners use various learning styles and Develop creativity and critical thinking. They make them acquire and practice the language skills. Some of them also promote collaborative learning. They provide automatic examples of the target language and culture”. ICTs save large amount of time, money and energy making the process of teaching-learning and evaluation more fascinating and all involving with a smoother application. In the country like India, we need to have abundance of resources and at the same time an expert teacher community to implement and to reach at the very rural outset where most of the illiterate population resides. And this target can only be accomplished through the impressive and active use of ICTs in education.

III. REFERENCES

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