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ICT in Education: Possibilities and Challenge

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INTRODUCTION

Communication Technology is an important instrument that can transfer the present isolated, teacher -centered and book-centered learning environment into a student-centered environment, the author avers that ICT can change the traditional concept of learning process. 21 st centaury is the age of Information and communication Technology (ICT). All ICT is in the teaching-learning process. The teacher and learner must gain access to technology for improving learning outcomes. Educational reform includes successful designing and implementation of ICT in the teaching-learning process, which is the key to success. There is a rapid shift of educational technologies and political force, so as to shape the structure of the system of education across the globe. Efforts must be made by the educationists to change the process of teaching-learning in order to prepare the students to adjust themselves to the society, which is rich in information and technology. Information and communication Technology is an important instrument which can transfer the present isolated, teacher-centered, book-centered learning environment into a rich student-centered environment. This new learning environment developed by the ICT is called interactive Learning Environment. ICT is a new paradigm of the teaching Learning process; we must accept the new technology and use ICT as a tool of teaching learning process. ICT aims at transferring the old traditional paradigm of learning to the new paradigm of learning.

CHANGE OF SCENARIO

Traditionally learning was hard, based on deficit model of student, and process of transfer, and reception was individualized and facilitated by division of content into small units and a linear process. But introduction of ICT into the teaching learning process has changed the traditional concept. ICT defines learning as neutral, social, active, linear or non-linear, integrative and contextualized based on ability and strength of the student. Hence, use of ICT in the teaching-learning environment can bring a rapid change in society. It has the potential to transform the nature of education, i.e. where and how learning takes place and role of learners and teacher in the process of learning. It is essential that teachers must have basic ICT skills and competencies. It is for the teacher to determine how ICT can best be used in the context of culture, needs and economic conditions. Educational institutions need to develop strategies, plan to improve the teaching-learning process and ensure that all teachers are well prepared to use the new

CHALLENGES TO ICT

It is essential to integrate ICT in curriculum of teacher education so as to prepare teachers for the future.

A. KNOWLEDGE AND SKILL NEEDED TO USE ICT EFFECTIVELY

The teacher educators must have sufficient knowledge and skill to use ICT in delivering a lesson. They need to develop their transactional strategies so as to meet the need and demands professional development of teacher educator. In the context of ICT professional development includes:- 1. Transactional strategies. 2. Access to technology 3. Time and support 4. Ongoing development (recurrent training) 5. Training through small groups 6. Variety of options

B. LEVEL OF READINESS TO INTEGRATE TECHNOLOGY INTO CURRICULUM

Teacher educator should be in a position to couple the technology with new teaching learning approaches so as to improve the learning of students. ICT can improve the standard of education and learning of students. The challenge confronting our system of education is how to transform the curriculum and teaching process so that students can perform effectively in a dynamic, information rich and continuously changing environment. ICT can the traditional concept of learning process and develop new processes based on digital technology. It can definitely create a new learning environment and information-rich society. It is essential to redefine the role and responsibility of students to meet the challenges of ICT in 21st Centaury. This is nothing but student centered learning. Educational instructions all over the Globe encountering challenges with regard to the effecting application of ICT in the teaching learning process, particularly in the programme of teacher education, i.e.

1. Infusion of ICT into the teacher education programme.

2. Application of technology in teacher education.

3. Developing ICT supported learning environment. Successful integration of ICT into teacher education is the extent to which teacher educators have the knowledge and skill for modeling the use of ICT in their own practices. In developing countries like India, there are many untrained teachers in remote areas. The new ICT will be able to reach these untrained teachers and can provide quality teacher education all around the Globe.

ICT AND OBJECTIVE OF TEACHER EDUCATION

In the light of integration of ICT in the curriculum of teacher education, the objectives of teacher education program include.

1. Improving quality of education by adopting a new strategy of teaching learning progress.

2. Diversification of content and methods

3. Promoting experimentation and innovations.

4. Infusion and integration of information and best practices

CONCLUSION

ICT helps in the professional development of teaching and learning and individuals involved in the programme of teacher education, it can be infused in the learning process so as to acquire the knowledge and skill efficiently. ICT provides access to resources so that teachers can apply learnt communication technology will be able teacher education and at the all same time, can strengthen the capacity of teacher education witch is the fundamental requirement of effective transactional strategy.

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