



QUALITY CONCERNS IN HIGHER EDUCATION

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**Principal
S. V. M. Arts and Commerce
Women's College, ILKAL**



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IN HIGHER EDUCATION
ENGES: A CASE STUDY ON
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of S. B. Chalageri

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ICT IN TEACHING AND LEARNING

Mr. Basavaraj B. Suggamad

Abstract:

[ICT stand for information and communication technologies and is defined, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information". In Education Teachers and learning ICT. Significant due to its enormous potential in the following areas. For updating the existing knowledge Equipping the teacher with recent and relevant information to backup the existing. ICT its effects on Teaching and learning Technological Changes, Pedagogical Changes, Changes in curriculum content, Evaluation, Active learning and Creative learning. 1. Technological Changes : Changes in technology affect both the contents of the curriculum and methodology of teaching. Teachers have to adapt their teaching using the new technology aids such as the projector television, computer ana interactive videodiscs etc. 2. Pedagogical Changes : Teachers have to adapt their pedagogy or training style according to the change in particular content, in technology in pupils and in the organization of the education system. 3. Changes in Curriculum Content: an essential part of the teachers' role is to

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keep oneself up-to-date with the subject matter, to be conversant with curricular project materials. 4. Evaluation: If we use ICT there are many changes in the teachers' role not only requiring new knowledge but also changes in attitude. ICT offers opportunity to raise educational standards in schools. Large range of ICT tools is available for teaching and learning.

Key words: ICT, teaching-learning]

Introduction:

Information and Communication Technology (ICT) is an important part of most organizations. Computer began to be used in school/college in the early 1980's and several schools suggest that ICT will be an important part of Education for the next generation up-to-date technology learning. Stated that new technology have the potential to up keep education across the curriculum and delivers opportunities for efficient standard –teacher Communication.

Information and communication technology involves primarily the storage and communication of information. The world is converted into minute global capsule and anyone desirous of information would find it only a click away!

Meaning of ICT

1. "ICT stand for information and communication technologies and is defined, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information".
2. "ICT implies the technology which consists of electronic devices and associated human interactive materials that enable the user to employ them for a wide range of teaching learning processes in addition to personal use".

In Education Teachers and learning ICT. Significant due to its enormous potential in the following areas.

1. For updating the existing knowledge and there enriching one's knowledge base and information acquisition capacity.

2. Equipping the teacher with recent and relevant information backup the existing. knowledge and making the lifeless abstract concept more comprehensible and appealing to learner.

Impact of ICT on Teaching and learning

1. Technological Changes
 2. Pedagogical Changes
 3. Changes in curriculum content
 4. Evaluation
 5. Active learning
 6. Creative learning
1. Technological Changes: Changes in technology affect both the contents of the curriculum and methodology of teaching. Teachers have to adapt their teaching using the new technological aids such as the projector television, computer and interactive videodiscs etc. In addition, they have to become sensitive to the fact that the availability of media like the radio and television in the homes of their pupils makes important changes to the responsiveness of children in the class. Teachers do not find themselves being easily adjusted with the new tasks and need for continuing their professional education or in service training.
 2. Pedagogical Changes: Teachers have to adapt their pedagogical or training style according to the change in particular content in technology in pupils and in the organization of the educational system. Teachers often find it difficult to adjust with the new and wide range of ability represented in their classes. They often complain that their training has not equipped them adequately to cope with such problems. Perhaps, the most obvious change that should effect in pedagogy is that teachers spend less time lecturing the whole class and become more skilled at small group interactions and monitoring the needs of individual pupils. This has far reaching implications for teacher education and training.

3. Changes in Curriculum Content: An essential part of the teachers' role is to keep oneself up-to-date with the subject matter, to be conversant with curricular project materials and be involved in the implementation of various projects related to their subject areas. This kind of activity is not possible without a proper teacher training programme and in service education for teachers.
4. Evaluation: Evaluation is an integral part of any education system and it is concerned with feedback of information from the teaching-learning process to the teachers and students. Teachers evaluate/assess the task performance of pupils and move on to the next task and review the effectiveness of the process completed in this way. In reality, the evaluation includes standardized testing and examination. In order to be effective participants in these activities, teacher educator should include the basic familiarity with proper professional training in evaluation. It involves a number of factors, skills and expertise. The role of teacher educator should include the basic familiarity with tests, testing techniques and understanding of the difference between normative and summative evaluation and between norm-referenced and criterion-referenced tests. Such changes in the teachers' role not only require new knowledge but also changes in attitude, e.g., change from norm-referenced to criterion-referenced evaluation involves a shift from an elitist view of education in which rank ordering is the key to progress and development based on individual improvement in the achievement of essential objectives. Success in this kind of role-change is not possible without pre-service and in-service training provided on computer managed instruction.
5. Active learning: ICT tools help for the calculation and analysis of information obtained for examination and also students' performance report are all being computerized and made easily available for inquiry. In contrast to memorization-based or rote learning, ICT promotes learner engagement as learners choose what to learn at their own pace and work on real life

situations'.

6. Creative learning: ICT promotes the manipulation of existing information and to create one's own knowledge to produce a tangible product or a give instructional purpose.

Conclusion:

ICT and e-learning offers opportunity to raise educational standards in schools. Large ranges of ICT tools are available for teaching and learning closes the gap of "Digital divide". Involvement of teachers and parents is important.



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