ICT INFORMATION AND COMMUNICATION TECHNOLOGY) – PLUS FACTORS FOR EDUCATION

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ABSTRACT:

In day to day moving world there are plenty of up gradation in all the fields. In that mode education is one of them. Students present days they are more renovated than their teachers and parents. In a manner to supplement their learning in a way they like to boost that ICT is the foremost tool that is been exploited. In this study, we concentrate on the components in three dimension. They are student services, institutional services and learning services. It will give a clear intent regarding the advantages of ICT, reminded it has credited impact or not. The study also deliberated about the forthcoming evaluation of ICT to next level.

KEYWORDS: ICT, EDUCATION, STUDENT SERVICES, INSTITUTIONAL & LEARNING SERVICES
INTRODUCTION:

ICT - “Information and communication technology”. It signify to technologies that provide access to information through telecommunication. It is related to Information Technology (IT) but focuses predominantly on communication technologies. This consider the internet, wireless networks, laptops, tabs and other communication mediums. We have lots of opportunities to use ICT in teacher training program me recent days and recover standard of teacher for teach efficaciously. Here teachers, students and institution provision is very crucial to be more operative.

REVIEW OF LITERATURE:

AUTHOR: K.Ratheeswari Topic: Information Communication Technology in Education published in 2018. The study explore that ICT assistance of the teachers to presenting their teaching with productively and able to learn for the learners at any level of educational program me. In India teaching training programs creating useful and good perception by the word of ICT. It represented by the internet and interactive multimedia are obviously a central motivation for upcoming education and need to be successfully integrated into formal teaching and learning – especially in a teacher education institution.

AUTHOR: Asst.Prof.Manisha Mohite topic: Covid 19 and use of ICT in education 2020.In this article author declare that, to perceive how we can habit ICT for obtaining teaching learning process more effective in today’s situation .We can use ICT tools for higher education learners. ICT will be useful for enhancing skills as listening, speaking, reading and writing. The author also perception on use of ICT tools for effective teaching learning in pandemic situation.

OBJECTIVES:

1. To find out the student services towards ICT
2. To measure the steps taken by institution to implement ICT
3. To analyze the learning services of ICT

NEED FOR LONG LIFE LEARNING:

Nowadays students are organized to grasp and shape the future by leveraging technology to raise their personalized vision for 21st century education. Online learning is at the heart this momentum as it satisfies the three essential element of this student vision. Learning that is socially based, un-tethered and digitally rich as the phase of change in 21st century to increase, the world is becoming more interconnected and multifaceted. The knowledge economy is carving more intellectual property. In this environment it is critical that we fix our focus education to lifelong learning.

E-LEARNING:

E-learning is defined as providing Training and development to the Students through various Electronic media such as the Internet, audio, video etc. Internet-based learning is meant by e-learning which commonly referred to as electronic learning or Virtual learning. In recent days they first search for their information on the internet rather than looking for books or asking someone.
TYPES OF E-LEARNING:

- **Computer Managed Learning (CML)** - Educational institutions use computer-managed learning systems for storing and retrieving data which aids in educational management. This could mean information such as training materials, lecture information, grades, curriculum information, and enrolment information among others.

- **Computer Assisted Instruction (CAI)** - Computer-assisted training methods use a combination of multimedia known as text, graphics, sound, and video in order to enhance learning. The primary value of CAI is interactivity – it allows students to become active learners instead of passive learners, by utilizing various methods such as quizzes and other computer-assisted teaching.

- **Synchronous Online Learning** - It enables groups of students to participate in a learning activity together at the same time, from anywhere in the world.

- **Asynchronous Online Learning** - Asynchronous e-learning methods are often considered to be more student-centered than their synchronous counterparts, as they give students more flexibility.

- **Fixed E-Learning** - Fixed e-learning is a fancy name for something you are likely already familiar with. “Fixed” in this context means that the content used during the learning process does not change from its original state and all the participating students receive the same information as all the others.

- **Adaptive E-Learning** - Adaptive e-learning is a new and innovative type of e-learning, which makes it possible to adapt and redesign learning materials for each individual learner. Taking a number of parameters such as student performance, goals, abilities, skills, and characteristics into consideration, adaptive e-learning tools allow education to become more individualized and student-centered than ever before.

- **Linear E-Learning** - When referring to human-computer interaction, linear communication means that information passes from sender to receiver, without exception. In the case of e-learning, this becomes a very limiting factor, as it does not allow two-way communication between teachers and students.

- **Interactive Online Learning** - Interactive e-learning allows senders to become receivers and vice versa, effectively enabling a two-way communication channel between the parties involved. From the messages sent and received, the teachers and students can make changes to their teaching and learning methods.

- **Individual Online Learning** - Individual learning in this context refers to the number of students participating in achieving the learning goals, rather than the student-contentedness of the material. This type of learning has been the norm in traditional classrooms for thousands of years. When practicing individual learning, the students study the learning materials on their own (individually), and they are expected to meet their learning goals on their own.

- **Collaborative Online Learning** - Collaborative e-learning is a modern type of learning method, through which multiple students learn and achieve their learning objectives together as a group. Students have to work together and practice teamwork in order to achieve their common learning objectives.

**STATEMENT OF THE PROBLEM:**

In fast growing country there are lots of changes happening in all sector. Fortunately increased availability of learning resources on internet is coinciding with the growing importance to continuous learning. So only ICT plays a vital role in a privileging situation.
ABOUT THE STUDY:

The study focuses on the three factors. Which are given below and tells how these three factors follow to implement the ICT.

STUDENT SERVICES:

ICT during learning and teaching. Based on the reviews and feedback collection it is that, the students are satisfied using ICT techniques for their studies. This helps the student to understand the concept in practical manner. Students also reported that most lecturers do not use ICT for teaching. Students sensed ICT mainly the computer, as impacting good effort on their academic success. We concluded that despite the challenges such as an underutilization of other ICT’s by lecturers, the students perceived ICT in their learning as useful. Students’ perceptions in the use of ICT by themselves and their lecturers has lots of difference. They also suggested that, ways in which lecturers could use more ICT for teaching and learning purposes. On this basis, the paper suggests that universities should sustain their ICT e-learning programmes and training by channeling financial support if student academic performance and quality are to be enhanced. The positive impact of such initiatives makes a strong case for massive investment in e-learning programmes especially among academic staff.

TEACHERS SERVICE

Information and Communication Technology (ICT) into teaching and learning is a growing area that has forced many educators’ attention in recent years. Teachers need to be active in collaborative projects and development of intercession change strategies, which include teaching partnerships with ICT as a tool. Teacher perceptions are a major part of the use of new technologies in instructional settings.
Early studies have indicated that amalgamated learning can be as successful as either online or face-to-face instruction, mainly in teacher preparation programs. It can lead to improved training, access and flexibility, and better at reasonable cost. The objective of this paper is to analyses in-service teacher perceptions towards integrating ICT in instructional design by training them using the blended learning approach. It is found that there was a significant difference in teacher perceptions towards integrating ICT, especially in the group who were trained through the blended learning approach. The recommendations are, given that teachers are ready to use ICT.

INSTITUTIONAL SERVICE

In implementation of ICT in their institution there are lots of efforts should be taken by the concern. In a way that they want to get necessary equipment to the concern. The teachers who are handling should get trained. Lots of investment is needed to achieve the goal. Once it is invested we should not stop they should update it based on the syllabus. The necessary required equipment should be bought. Inspite of that proper handling is very important. Even though there are lots of complication the institution is ready to do all the things it is because to improve their standard and want to full-fill their students intersect.

VALUE ADDED GAINED BASED ON THE FACTORS:

The table shows that 55% of students get benefited through ICT usage. Teachers get benefited up to 20% and institution gets benefited up to 25%.

VALUE ADDED FOR STUDENTS:

- They can learn the concept quickly and easily.
- They can understand the concept practically.
- When they learn the concept they will not forget.
- It will not be boring for them while learning.
This will help them to increase their creativity.

VALUE ADDED FOR TEACHERS:

- This help them to more interactive in class.
- More innovative ideas will develop.
- Students will be active in class.
- Less distraction in class.
- Self-grooming is possible.

VALUE ADDED FOR INSTITUTION:

- Image on the concern gets developed.
- More students will join the institution.
- Institution will get more image in society.
- This helps the concern to move to next level.

FINDINGS:

- It’s found that 55% of the students get plus in ICT usage.
- It’s found that 25% of the institution get plus in ICT usage.
- It’s found that 20% of the teachers get plus in ICT usage.

SUGGESTIONS:

There are lots of challenges faced by using ICT. But at the same time there should be ready to adopt situation. Still there are lots of education institution does not follow ICT techniques. They also should take efforts especially for government institution. Were these updating should be benefited for all students.

CONCLUSION:

ICT potential offer increased possibility for confiscation of knowledge about teaching and for innovation in teaching activities through learning and cognitive activities deliver at any time. Learning at a distance can be more learner centered, self- phased and problem solving based than face to face teaching. There are number of new teaching system that benefits greatly to the from the inclusion of technology.it is intersecting to think of were all innovations of today may lead us in the future.

REFERENCES

WEBSITES: