

Think India (Quarterly Journal)

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Two-Day National seminar on "Artificial Intelligence, Multimedia and ICT in Teaching, Learning and Acquisition"

sponsored by

Indian Council of Social Science Research, New Delhi
on 23rd and 24th September 2019 at Department of English,
SRI S. Ramasamy Naidu Memorial College, Sattur, Tamilnadu, India



Impact Of Technology In Education: Emerging Trends, Pattern And Practice

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Abstract:

Education in India has been progressing considerably since few decades. On the other hand, information and communication technology (ICT) has also been developing very fast nowadays. In order to synchronize both of them and need of the hour is perhaps, reformation and integration of educational system or teaching method with ICT. As we all know in the present context that the influence of internet, radio, television, computer and Smartphone becomes unavoidable and obligatory. The fact of the matter, as world moving rapidly into digital media and information, the role of ICT in education is becoming more important than ever before. It does not mean there is no role of teachers at all; teacher shall be and must be centre of resources, mentor, motivator and above all, initiator of the ICT implementation at every level. The teacher should be the game changer to cope with the emerging trends, pattern and practice of global change in teaching and learning in education.

Keywords: *ICT, education,*

Education is one of the single most effective factors and instruments for achieving and promoting rapid economic development and for improving social and cultural values in any nation. In other words, it is a back bone for transforming the nation into a knowledge society. As we all know that the world is moving towards modernization, industrialization and globalization for improving their quality of life. Many advanced countries are moving fast in this direction using ICT in education as a key tool in the process, whereas developing countries like India still preparing to move on their lines.

Indian higher education is one of the largest enterprises in the world having over 950 universities and approximately 42,000 colleges with total student enrollment of nearly 31 million, according to Guidelines Human Resource Development Centre (HRDC) 2019. Despite a significant number of institutes increased for the past two decades, there is scope for improvement in every aspect of teaching and learning and more over, there is low

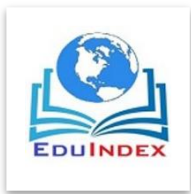
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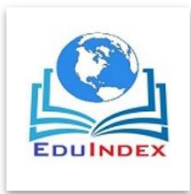
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percentage of employability of our students. And the serious concern of the fact is that for few graduates are job ready, not having acquired the knowledge, proficiencies and dispositions to compete in the global economy. Perhaps, it seems due to a sudden increase in numbers of institutions without a proper planning with regard to infrastructure, faculties, facilities and financial support; secondly, the traditional learning methodologies have failed to get the most out of what learners could do after undergoing the learning process. In short, integration of information and communication technology (ICT) in educational system would be right to respond to emerging trends globally. In the past, the role of teacher in an educational institute was needed highly qualified one and getting a sufficient number of qualified professors was not an easy job. With the change of time, ICT could help the teaching pool. The use of ICT in higher education is not only brought about various diversifications but also promoted a new level of opportunities for traditional and non-traditional students. In other words, it could transform the entire educational scenario in the country by looking the short and long term policy. This strategy may help many institutes into “a lot of action-oriented adaptation approach.” (Schmidlein and Taylor: 289-304). In the light of above lines, a similar argument has found in the articles of Bala, Sambyal & Gupta: ICT will become a strong agent for change among many educational practices. Extrapolating current practices and activities, the consistent use and development of ICT in education will have a strong impact on what and how it is learned; when and where learning takes place.

For the last many years our course contents for teaching and learning are based on textbooks and conventional teaching has given more important on them than contemporary student-centered learning settings based on information access and inquiry. By saying that teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to combine and practice the content. We need a paradigm shift in curricula that should be introduced in educational system moving from content-centered curricula to contemporary based curricula; which means from teacher-centered learning of delivery to student-centered one. Now how to bring it practical, the answer lies through technology-facilitated approaches. Yes, the answer is technology and now what type of technology should be? ICT can encourage students to take responsibility for their own learning. Now one may put a question where is the role of teacher at this point of juncture?



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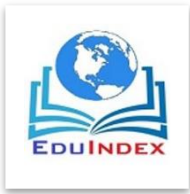


There is no need of worry—Teacher will remain a teacher, nobody can ever replace the role of teacher and of his expertise and experience and of course, his/her role and responsibility as big as coach as technology will influence and support them what is being learned through other sources and technology.

The use of ICT as policy in educational system acts by itself as a catalyst for change in this domain. As a matter of fact, it is, by nature, a tool that encourages and supports independent learning. Students can use it for learning purposes for information sources and cognitive tools. On the other hand, it can improve teaching by enhancing an already accomplished knowledge and introducing new ways of teaching and learning process. Of course, transformation of ICT oriented teaching is not an easy task and straight line to achieve as we feel, the changes that take full benefit of ICT will only happen gradually over time, and as long as teachers continue to experiment with new approach and commitment.

No doubt, it is student centered, oriented learning that technology has the capacity to promote and encourage the transformation of education and the growing use of ICT as an instructional medium or alternative source of information is widely engaged by experimenting with a web based coursework or tutorial class which aims to enable students to learn concepts clear and at the provision of appropriate feedback and the development of educational resources at the global level as modeling tool in educational institutes. As a result, the changing role of the teacher has seen amplified opportunities. In short, in the 21st century, we the teachers have to play with multiple roles such as mentor or tech savvy to provide and support for learners in a variety of flexible settings with the help of IT applications.

In the past, higher education had been an opportunity for a few privilege classes. Now thanks to technology, especially IT, many students who previously were unable to get study in universities are now getting opportunities for education and training, for example, workers having time limitation could undertake courses from their desktops in free time. Taking full advantage of this trend to connect information systems—digital libraries, admission, research, etc of all higher education institutions. I hope firstly, it can be used to create new



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types of interactive learning medium for improvement, online course, research, publication, etc. Secondly, it can eliminate time and geographical barriers for both learners and teachers. Thirdly, it is integrating into teaching and learning strategies at the next level. Lastly, it would be a game changer in the history of Indian education.

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