

ICT as a Potential Tool of the Education for Globalization

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ABSTRACT

Education is the backbone of a nation. The education system a major role in development of modern economies. Understanding how education system work and how it evolve over time has been one of the most important research agendas in recent years. The role of information and Communication Technology plays a great role in strengthening the three traditional branches that make up the mission of higher education i.e. teaching, research and service to the society. ICT changed the style of functioning of the education system and its governance with the help of digital data, its storage, retrieval, manipulation and transmission. ICT Works in Three Ways Communication and decision implementation, Automating tedious task, Supporting new and existing tasks and process.

1. INTRODUCTION

Use of ICTs can process information, create knowledge based and make them available wherever and whenever necessary. Information and Communication Technologies (ICTs) in most cases have tremendous success in providing services at reduced costs to the people's door steps. ICT have the same to do for making the higher education available to all classes of people throughout the country at a lower cost. In 21st century, one can hardly find a country where higher education through distance mode is not available. In fact it has been practiced since long before. But at present days, having revolution of ICTs, the higher education through distance mode has been more practical and well accepted by the all people around the globe. It is now being called Virtual learning. In developed country, people are getting more interested in learning through Virtual Campus than that of a Brick-and-Mortar Campus is nothing but ICT enabled campus, where students are attending their classes, discussing with teachers, accessing learning resources, seating exams, joining forums/clubs, submitting assignments etc. virtually having the facility of real-time interactions between teacher and students. ICT is defined as new information-processing and information-transmitting technologies that include computer-related commodities and technologies such as broadcasting and wireless mobile telecommunications etc. Personal computer (PC) that connects Internet has become a vital tool for communication during the few decades since its proliferation among the masses.

DEFINITION OF TERMS

ICTs Stand for Information and communication Technologies. According to Blurt on, ICT is define as "diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information". Technologies included in ICTs are: Radio and Television (broadcasting technologies), Telephony, Computers, and the Internet.

2. THE OBJECTIVES OF THIS STUDY ARE

- To look at ICT-based higher education by the use of different technologies.
- To investigate the current status of ICT-based higher education and its useful implementation in imparting the education.

USE OF ICT IN SCHOOL AND TEACHER TRAININGS

- To appoint an ICT coordinator in each school to ensure administrative and pedagogical support for teacher.
- To build a buddy system approach for novice teacher with expert teachers in an ICT classroom.
- To define incentive system and motivational strategies for teachers who promote ICT education.

EFFECTIVE ICT FOR FOSTERING LEARNER'S AUTONOMOUS

The Involving the following education components like digital still cameras, combining media, video projects, digital video photography, multimedia profiling, and video photography, and video conferencing, an effective classroom climate. To delivering the lecture with the help of the multimedia while using this she/he can the photography taken with the help of the digital still camera and using these video projectors also. This will highly useful to the learners according to the pace.

USING ICT FOR FOSTERING LEARNER'S AUTONOMOUS

The role of ICT in allowing learners to reproduced their sills. The although progress of learning has always been possible through storytelling. Art and film photography, the storytelling, art and film photography, the immediacy with which learners can access visual texts through digital alternatives has led to this activity gaining greater prominence in early childhood programmes. Memory development and encourage met cognitive process are developed and polished through ICT teaching and learning process when compare to ordinary computer Technology. In our human machine sight and hearing play a vital role to learn new things in our day to day life when compare to other sensory organs. Learning takes place through sight in 75% and through hearing in 13%, its combined together 88% of total learning with these two major senses. In this sight and hearing is play an important with ICT learning.

Visual and auditory is a prime source of ICT teaching and learning. As a teacher one who can be rebuilds the creativity of students with the help of the ICT teaching. The main role of the teacher in teaching learning process is not only delivering the concept in front of the student with suitable illustrations, but also make the learners to equip them to potential in their fields. Such a kind of teaching as a teacher can give to the students with the help of ICT.

ICT IN TEACHER EDUCATION

Globalization and technological change-process that have accelerated in tandem over the past fifteen years have created a new global economy “powered by technology, fueled by

information and driven by knowledge.” As the half-life of information continues to shrink and access to

Information continues to grow exponentially, schools cannot remain mere venues for the transformation of a prescribed set of information from teacher to student over fixed period of time. Rather, schools must promote “learning to learn,” i.e., the acquisition of knowledge and skills that make possible continuously learning over the lifetime.

“The illiterate of the 21st century,” according to futurist Alvin Toffler,” will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” Concerns over educational relevance and quality coexist with the imperative of expanding educational opportunities to those made most vulnerable by globalization developing countries in general; low-income groups, girls and women, and low-skilled workers in particular. Global changes also put pressure on all groups to constantly acquire and apply new skills. The International Labour Organization defines the requirements for education and training in the new global economy simply as “Basic Education for All”, “Core Work Skills for All” and “Lifelong Learning for All”. Information and communication technologies (ICTs) which include radio and television, as well as newer digital technologies such as computers and the Internet have been touted as potentially powerful enabling tools for educational change and reform. When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life. However, the experience of introducing different ICTs in the classroom and other educational settings all over the world over the past several decades suggests that the full realization of the potential educational benefits of ICTs is not automatic. The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology indeed, given enough initial capital, getting the technology is the easiest part! But also curriculum and pedagogy, institutional readiness, teacher competencies and long-term financing, among others.

ICT-BASED HIGHER EDUCATION / ONLINE EDUCATION

In recent times factors have emerged which have strengthened and encouraged moves to adapt ICTs into classrooms and learning settings. There are a good number of western universities / institution offering ICT-based higher education successfully with quality for decades. ICT now changing the way of education in India and abroad; with the help of Internet we can access anywhere anytime. Now in India also like western countries the higher education is becoming more advanced than before.

The recent example is the commencement of online test for common admission test for management students. Other test like GMAT, GRE also held online as they are the higher lever quality exams. In Asia, the 44 radio and TV universities in China (including the China Central Radio and Television University). University Terbuka in Indonesia, and Indira Gandhi National Open University in India have made extensive use of radio and television, both for direct class teaching and for school broadcasting, to reach more of their respective large populations. Japan’s University of the Air was broadcasting 160 television and 160 radio courses in 2000. Each course consists of 15 – 45 minute lectures broadcast nationwide once a week for 15 weeks. Courses are aired over University-owned stations from 6 am to 12 noon. Students are

also given supplemental print materials, face-to-face instruction, and online tutorials. An interactive environment using all our senses will provide greater clarity and enhance content transmission and retention.

3. CONCLUSION

The ICT has become indispensable and will remain as such with the growth of higher education and the civilization in future. At the same time care must be taken by the governing authorities for proper control and licensing to ensure quality, account ability and certification in higher education. Information and communication technologies (ICTs) are a major factor in shaping the new global economy and producing rapid changes in society. Within the past decade, the new ICT tools have fundamentally changed the way people communicate and do business. They have produced significant transformations in industry, agriculture, medicine, business, engineering and other fields, they also have the potential to transform the nature of education-where and how learning takes place and the roles of students and teachers in the learning process.

4. REFERENCE

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