



ROLE OF ICT IN THE 21 CENTURY TEACHING AND LEARNING

Prof. Shrinivas N. Pilgulwar^{1*} and Prof. Purushottam B. Pilgulwar²

¹HOD, Department of Sociology,
Lokmanya Mahavidyalaya, Warora

²Department of Accountancy,

Loknete Gopinathji Munde College, Mandangad-Ratnagiri.

*Corresponding Author: snpilgulwar@gmail.com and pilgulwarpurushottam@gmail.com

Communicated : 17.03.2022

Revision : 26.03.2022
Accepted : 30.03.2022

Published: 02.05.2022

ABSTRACT:

ICT is a logical, innovative and designing discipline and the board strategy utilized in taking care of data, its application and relationship with financial, social and social matters (UNESCO, 2002). The presentation of data and interchanges advances (ICT) in schooling reflects and answers to present and future requirements of individuals working in a strongly difficult and changing scholarly climate. ICT is one of the elements changing and molding the world quickly. Educator training establishments are looking with the test of setting up another age of instructors to successfully utilize the new learning apparatuses in their instructing rehearses. ICT is no substitute except for a useful asset for educators and students to utilize. Educator use ICT for making showing learning process fascinating and simple. ICT likewise helps instructors, understudies and guardians to meet up. Ceaseless and Comprehensive Evaluation (CCE) helps understudies as well as educators to involve more innovation for making showing learning more appealing to improve our group of people yet to come. Data and correspondence innovation (ICT) is a power that has changed numerous parts of the manner in which we live. ICT can turn into the vehicle for the excursion on the way of greatness.

Key words: - *ICT, intellectual, Comprehensive Evaluation, Technological, Communication technology.*

INTRODUCTION:

In the current presence, the utilization of data and correspondence advances (ICT) have obtained unmistakable quality in the field of instruction, yet in different fields also. ICT is utilized to improve the arrangement of instruction. ICT means "Data and correspondence innovation" It alludes to advances that give admittance to data through telecom. It is like Information Technology (IT) yet centers fundamentally on correspondence advancements. This incorporates the web, remote organizations, mobile phones and other correspondence mediums. It implies we have more chances to involve ICT in educator preparing programs now days and work on nature of instructor for instruct really. Instructor is the primary piece of the instructive field in our general public. He more works for the improvement level of our general public in the each field. Talented educators can make the innovative understudies in type of the great

social laborer, lawmaker, writer, thinker and so forth for the general public. ICTs are rolling out unique improvements in society (Rattshewari 2018). The quality training generally is related with solid educators having high degrees. Involving ICTs in instruction it moved to more understudy focused learning. As world is moving quickly towards advanced data, the job of ICTs in training turning out to be increasingly significant and this significance will proceed to develop and create in 21st century. The quality training is fundamental need of the general public. There are number of compelling educating and learning philosophies by and by. In the current climate cognizant world, the significance of instruction and adequacy of ICT as a social need has been expanding. Social worthiness of data and specialized instruments is important to work on the portability in the general public and increment the pitch for value and civil rights.

WHAT IS ICT?

Information and Communication Technologies (ICTs) are alluded to as the changed assortment of mechanical stuff and assets which are utilized to convey. They are additionally utilized to produce, circulate, gather and oversee data. ICT is a power that has changed numerous parts of the manner in which we live. Data and Communication Technologies comprise of the equipment, programming, organizations, and media for assortment, capacity, handling, transmission and show of data, as well as related administrations. ICTs can be isolated into two parts, Information and Communication Infrastructure (ICI) which alludes to actual broadcast communications frameworks and organizations and the administrations that use those, and Information Technology (IT) that alludes to the equipment and programming of data assortment, capacity, handling, and show. Advanced education frameworks have filled dramatically over the most recent fifty years to fulfill the needs of value instruction for all. This viewpoint has additionally acquired force because of quick progressions in Information and Communication Technology (ICT). The most recent twenty years have seen the incorporation of improvements in ICTs in advanced education frameworks all over the planet. And still, at the end of the day the test to foster an advanced education framework that is adaptable and dynamic to comprehensively coordinate the innovation in the administration and conveyance of learning programs is overwhelming.

STATEMENT OF THE PROBLEM

The present time of 21st Century and it is likewise the time of data and innovation (IT). Presently data and innovation is prevalently utilizing in instructive field for making showing learning process fruitful and intriguing for understudies and instructor both. In 1998, UNESCO World Education report alludes about understudy and instructors should have

adequate admittance to work on advanced innovation and the web in their study hall, schools and educator instructive foundations. Educators should have the information and abilities to utilize new computerized devices to assist all understudies with accomplishing high scholastic norm. The nature of expert improvement of instructor training relies upon the degree of ICT coordination in educator schooling program.

As Nigeria is endeavoring hard to play a position of authority in Africa, especially in the time of logical and serious science and innovation, there is a dire need to give more unmistakable consideration to the improvement of educating and advancing especially in Nigerian tertiary foundations. This involves the reception of data, correspondence innovation (ICT) in the foundation. The ICT is a priceless mediation of this cutting edge time. Its intrinsic traits, for example, exactness, high velocity execution, dependability and capacity to store extremely enormous measure of information have made it workable for its appropriateness to all human undertakings including instructing, learning and examination in instructive foundations. Educators are at the center of any living society. Advancements assume a significant part in preparing system of instructors. This study is explicitly set out to fundamentally evaluate the job of data, correspondence innovation in the 21st century. It likewise looks at the ramifications and difficulties of ICT on the advancement of training in the 21st century.

SIGNIFICANCE OF THE STUDY

The situation of the homeroom is evolving. There is an innovative hole between the advancement of the general public and educational exercises of the educator in the study hall. On the off chance that we find in our general public from one viewpoint innovation has reformed our general public and then again the showing learning exercises at school level

have remained up to this point away from innovation. In our study hall the information is bestowed by the instructor in an antiquated manner, an educator driven mode which is more often than not exhausting and not to acquire interest to the understudy. Yet, present 21st Century's schooling is understudy driven instruction. Understudies gain from multi sources and consequently utilization of ICT and Multimedia is a lot of fundamental in instructive field and at the same time instructor's information on ICT and Multimedia likewise required. So this current review has extraordinary need and importance since this study shows jobs of ICT in the 21st century.

OBJECTIVES OF STUDY :

- To reveal the 21st century learning styles
- To explain the features of 21st century smart classroom
- To share the emerging views of 21st century teaching and learning process
- To clarify about the various 21st century teaching and learning strategies

DATA INTERPRETATION

21st Century Learning Styles : Different learning styles are taken on for the understudies to foster a feeling of inspiration and obligation. They were locked in to various sorts of active exercises and furthermore to exhibit learning in various ways. Learning is going to finding current realities and not retaining current realities. To be an effective instructor you should know how the current day understudies are learning. Recent college grads incline toward a wide range of learning procedures. The idea of student style is given more significance in this age. They favor learning materials which suits their learning styles that are convey to take special care of their visuals, hear-able, read/compose, sensation and multimodal.

Adaptable learning : The current day students were brought up in a less legitimate climate, where choices and activities are continually supported. Adaptability and perceiving the

social and passionate reasonably behind groundbreaking thoughts and interaction are the assumptions for 21st century students. At the point when mentors and educators give great learning climate sensibly behind the approaches and guidelines, these youthful students are bound to answer emphatically.

Peer learning : The present students feel all the more simple and pleasant with peer learning style to accomplish their instructive objectives. Very much built peer learning fill in as an anchor for learning.

Incline toward dynamic learning methodologies :

Students incline toward dynamic learning methodologies, for example, individual exercises, bunch exercises, request learning, conceptualizing, project based learning, game based learning, and so forth

21st Century Smart Classroom : The utilization of brilliant homeroom can go about as medium to improve the learning parts of understudies. Innovation empowered shrewd homeroom contains contraptions and apparatuses for understudy learning and association with the educator and companion. They are Desktop/Laptop, Video projector/Multimedia projector, Interactive whiteboard, Interactive projector, Interactive cushion, Smart Digital Podium, misty Projector, PTZ Camera, Wireless Microphone for Convenience, Speakers, Student Response System and Feedback Assessment Tools.

21st Century Teaching and Learning Process :

According to Constructivist psychologist a new paradigm of teaching-learning process is often characterized by the human six learning process. They are:

- The learning is a Natural process.
- The learning is a Social process.
- The learning is more Meaningful and develops insight.
- The learning is an active and not a passive process.
- The learning may be linear or non-linear.

□ The learning is holistic and contextualized.

The learning should be founded on understudy interest, capacities and culture. The learning is surveyed through interaction, item and genuine critical thinking capacity of both individual and by collective endeavors. 21st century students incline toward gaining from Digital producers, YouTube recordings, Internet, Wikipedia, Concept planning, Models, Books, Notes, Peer learning, Research articles, Journals, Digital books for arising regions, and so on.

21st Century Teaching and Learning Strategies : New innovation and ways to deal with instructing learning are changing 21st century's homerooms. Instructive organizations from grade schools to universities are jumping on the computerized patterns like Smart study halls for content conveyance, Webcast Lecture, Open Educational Resources (OER), Video and Interactive video instructional exercises, Virtual Lab, Virtual Reality, Augmented Learning, Individualized Learning utilizing convenient gadgets, Personalization, Blended Learning, Flipped Learning, Small Private Online Course (SPOC), Massive Open Online Course (MOOC), Mobile Learning (m-learning), Gamification, Cloud-based, Artificial Intelligence, Internet of Things and Big Data are gradually tracking down their direction into instructive foundations.

21st Century Teaching and Learning Environment : Mind Brain and Education Science (220) uncovered that "Offset with high satisfied information, the learning climate is one of the main determinants of great instructing learning trades." 21st century educating and learning climate has following qualities like savvy utilization of room, joining of innovation, cooperative stations and understudy versatility.

CONCLUSION :

Specifically the paper has contended that ICTs have affected on instructive practice in training to date in tiny ways however that the effect will

fill extensively in years to come and that ICT will turn into a solid problem solver among numerous instructive practices. Extrapolating current exercises and practices, the proceeded with use and advancement of ICTs inside schooling will unequivocally affect:

21st century learning styles highlights of 21st century shrewd study hall 21st century educating and learning process 21st century educating and learning systems. The aftereffect of this movement is that we should see checked upgrades in numerous areas of instructive undertaking. Learning ought to turn out to be more pertinent to partners' requirements, learning results ought to turn out to be more conscious and focused on, and learning valuable open doors should variety in what is discovered and who is learning.

Simultaneously, nature of projects as estimated by qualification for reason should go on of develop as partner bunches observe the contributions matched to their necessities and assumptions. To guarantee that the potential open doors and benefits are understood, it will be significant for what it's worth in each and every social status to guarantee that the instructive innovative work dollar is supported so schooling at large can gain from the inside and that encounters and exercises in various establishments and areas can illuminate and direct others without the consistent requirement for re-creation of the wheel.

REFERENCES :

- Chauhan, S. S. (1992). Innovations in Teaching and Learning process. New Delhi: Vikas Publication House Pvt. Ltd.
- Dash, K. M. (2009) ICT in Teacher Development, Neelkamal Publication Pvt. Ltd. Educational Publishers, New Delhi.
- 21st century classroom : <http://thelearningmind.com/21st-century-classroom>
- UNESCO (2002). Information and Communication Technologies in Teacher

Education, A Planning Guide. Paris:
UNESCO.

Education Trends and Issues in the World
Today :
<https://americanenglish.state.gov/resources/teachers-corner-education-trends-and-issues-world-today>

NCTE (2002). ICT initiatives of the NCTE
Discussion Document. New Delhi :
National Council For Teacher
Education.

Bharadwaj, A. P. (2005). "Assuring Quality in
Teacher Education".

ICT in Education (2006). Information and
communication technologies in teacher
education: A planning guide.

Goel, D. R. (2003), ICT in Education, Changes
and Challenges in ICT in Education. M.
S. University, Baroda.

Anandan K. (2010). Instructional Technology in
Teacher Education. New Delhi: A.P.H.
Publishing Corporation. Pvt. Ltd.

Sandholtz, J.H., Ringstaff, C., & Dwyer, D.C.
(1997) "Teaching with Technology;
Creating Student-Centered Classrooms,
Teachers College".