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SPECIAL ISSUE

ON

**“NEW METHODOLOGY OF NAAC ASSESSMENT
TO NURTURE QUALITY ENHANCEMENT IN
HIGHER EDUCATIONAL INSTITUTIONS”**

EDITOR IN CHIEF

DR. M. RAGHIB DESHMUKH

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IMPORTANCE OF ICT IN TEACHING, LEARNING AND EVALUATION -NEED OF THE DAY

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Abstract:-

A teacher can use as many resources which are viable at hand. A good kind of power point presentation can serve the purpose. It is a pleasurable activity. We can show videos, delivered lectures by scholars, movies. ICT application to the core business of education can accelerate and improving learning on a number of fronts. It can also provide the means of gathering, connecting and analyzing data about teaching and learning in ways that enable us to more, accurately diagnose student need and evaluate programs. It increases confidence of students and their learning can be tested.

ICT is possible to use of information and communication technology, NAAC, UGC. It has gone through a great change in the country like India. We have changed education system of our ancient education like Gurukula. And now accepted modern day techno-savvy university education system. Present day, education has become all inclusive process covering almost all aspect of life-social, cultural, political, economic etc.

Importance of ICT in teaching-learning and evaluation:

The present paper is an importance out-come of the discovery in the area of teaching, learning and evaluation need of the day. ICT can make to quality in teaching, learning and evaluation through empowerments in cognition, pedagogies, convergence, culture and data.

Media allow us to represent in rich and diverse ways. This is not simply a matter of learning styles diverse learning style can be supported by ICT. New media enable us to traverse the boundaries of art, science languages and simulate experience. ICT allows us to accelerate or decelerate processes for purpose of understanding. This create an interest among students and causes to change their habits of learning, students get complete understanding through movie or play with its various facts. It increases the level of confidence of the students and their learning can be tested at the bend of the class by asking some questions, distributing handouts for the preparing a seminar or short presentation on the topic. Just as an experiment allows us to reproduce, represent and experiments in a 'virtual' world transferring control in new ways.

The best cognitive understanding and practice can be captured and communicated by ICTs and applied to the task of growing minds in ways that improve the quality of learning for many, rather than few children. ICTs, can give teachers access to great conceptualizes -inside and outside their own rank-to assist them in planning and programming cognitive development. ICTs support use in bringing together aesthetic as well as scientific consideration, allowing us to overly knowledge and meaning with skill and competence.

The role of technology is significant in language teaching. The use of technology enables by providing them enjoyable activities. It has been widely recognized that harnessing the power of modern technologies for learning purposes requires that appropriate learning strategies be developed that harmonize effectiveness in learning with the technology role. ICTs provide many opportunities to more easily use a variety of pedagogies. As a tool ICTs can support didactic or facilitative approaches, collaboration and interaction across time and distance. The capacity of ICT to deliver information or to communicate with a mass of students in quite individual ways open of the possibility of tailoring pedagogy to the needs of the student in time and place without the limitations imposed by peer groups. ICTs save large amount of time, money and every making the process of teaching-learning and evaluation more fascinating and all involving with a smoother application.

Convergence is also occurring within the curriculum, across Traditional subject areas, most of which were classified in the eighteen and nineteen century. In the last thirty years new subjects have been added to curricula. Subjects such as media studies, ecology, creative writing, environmental studies. If we are to achieve quality outcomes for the students of the future, we must use ICTs to assist us to manage the convergence. In the country like India, we need to have abundance of resources and at the same time an expert teacher community to implement and to reach at the very rural outset, where most of the literature population resides. And this target can only be accomplished through the impressive and active use of ICTs in education.

Alignment is an emerging concept in education, facilitated by information and education technology provides valuable tools to align the system to promote student learning by providing a means to monitor alignment and communicate. According to the definition, the role of ICT tools is very wider and has multidimensional and multifunctional task as it can be used to 'communicate', 'to create', 'disseminate', 'store' and 'manage', information on diverse levels teachers-students, teachers-managements, students-managements, teachers-students-administration. The tools resources of ICT include all modern day inventions in the field of internet, software and hardware tools which are used to communicate through satellites, computers, mobile phone, tablets and similar devices and also the old day tools like television, radio etc. If we are to use ICT to better achieve the quality of educational outcome that we want ; if are to maximize cognition skills development and improve our outcomes through alignment we need to increase our respect for data.

Education is information and communication based industry and ICTs gives us the 'grunt' to achieve better outcomes. As well as allowing us to communicate better with our students and to provide them with more and better information. The quality of our teachers in the school. Hence teacher training programs have an immense importance in the transaction of teaching-learning and it needs to be impacted by using ITC resources with a wide range. ICTs provided powerful means of improving the quality of education along with significantly improved data for diagnosis and formative education. We need to use ICTs universally in education, without adopting the economic and cultural assumption that has driven its rapid globalization.

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