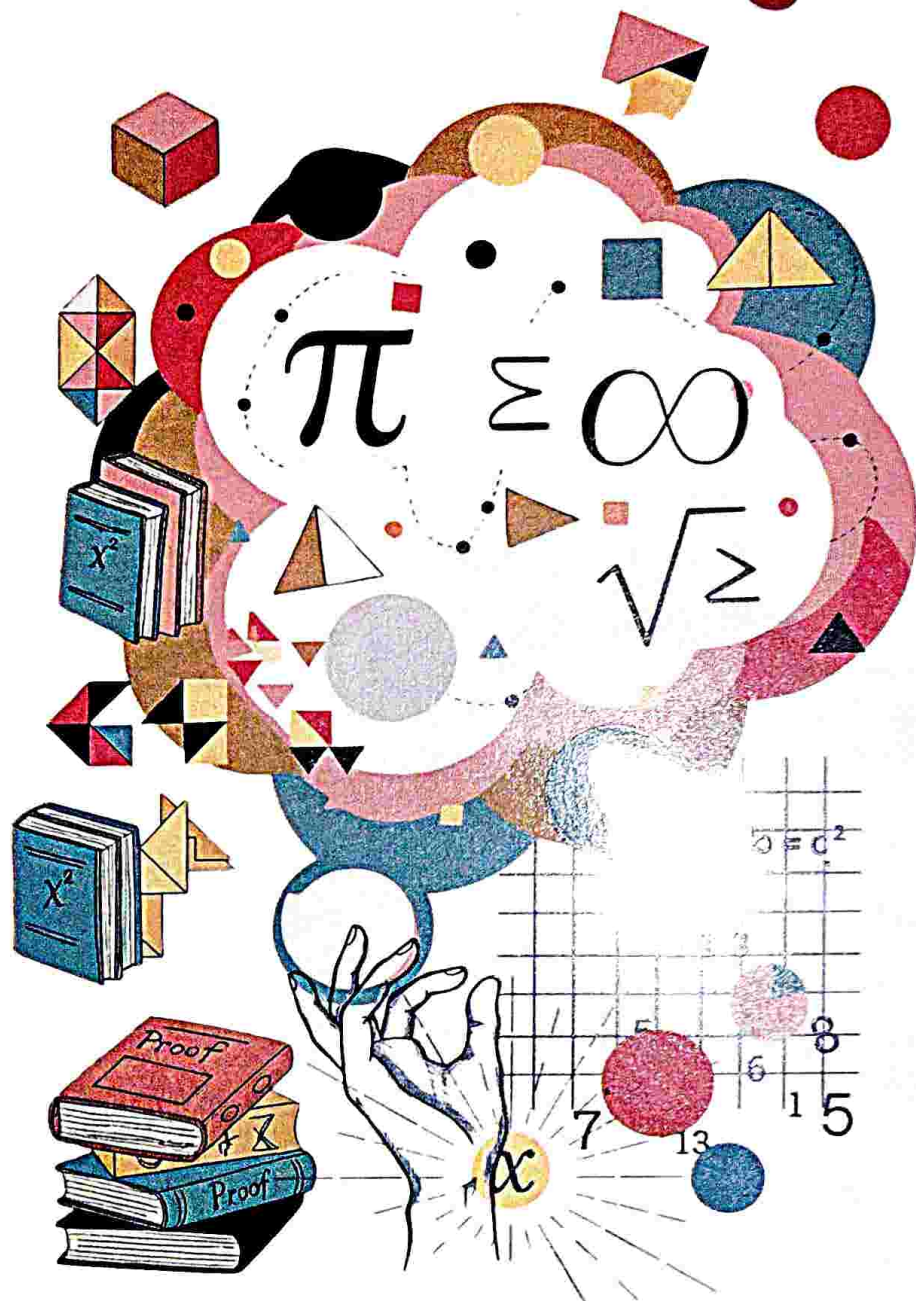



Pathways to Effective Education : Research Insights



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Effect of ICT in Education

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ABSTRACT

Globalization is at the center of diverse intellectual and political agendas, raising out questions about what is widely considered to be the fundamental dynamic of our time an epoch defining set of changes, that is radically transforming social and economic relations and institutions in the 21st century. Hence, communication is a give and take of ideas, which blend into a mutual understanding of a theory, principle or fact. Communication is the art of transmitting information, ideas, knowledges, techniques, attitudes etc. from one person to another and communication as a process of interaction of ideas between the communicator and the receiver to arrive at a common understanding for mutual benefit. It also includes the information involving the applications of instructional media like tape- recorder, film, TV, video teaching.

KEYWORDS: *Education, Effect, ICT*

INTRODUCTION:

The Information and Communication Technology in education is a broad term which covers Educational technology and English Teaching. Virtual classroom corresponds to the language environment i.e. appropriate to social, cultural

environment which necessitates the use of the language leading to the corresponding communicative or interpersonal acts. The word 'Communication' originates from the word 'communis' a Latin word, meaning give and take or mutual sharing; hence communication is a give and take of ideas, which blend into a mutual understanding of a theory, principle or fact. Communication is the art of transmitting information, ideas, knowledges, techniques, attitudes etc. from one person to another.

COMMUNICATION MEDIA:

Any media through which communication is achieved can be termed as the communication media. According to Wilber Schram the communication media can be the spoken word-signal, gesture, picture, visual display, print, broadcast, film, all the signs and symbols by which human try to convey meaning and value to one another. Communication comprises an essential component of human lives, and changes in technology have revolutionized and modes of exchanging information over the millennia. From human messages to e-mail, relay of information serve has come a long way with mass communication forming a crucial aspect of society, mass media has begun to assume immense importance, and with increased role of the internet in delivering news and information, analysis of information, increased research and formulation of opinion the academic mass communication discipline has also evolved in new ways over the years. From the beginning, every human being constantly participates in the process of communication. The field communication theory exists at a crossroads of psychology and sociology, borrowing heavily from each, illuminating a process that defines what it is to be human. Communication stands so deeply rooted in human behaviors and the structure of society that scholars have difficulty thinking of it while excluding social or behavioral events.

HISTORY OF COMMUNICATION THEORY:

In the history of philosophy, Aristotle first addressed the problem of communication and attempted to work out a theory of it "The Rhetoric". Humanistic and rhetorical view points and theories dominated the discipline prior to the 20th century, when more scientific methodologies and insights from psychology, sociology, linguistics and advertising began to influence communication thought and practice.

In the 19th and 20th century, eminent sociologists did not derogate women to a position of innate intellectual inferiority. The theoretical variegation makes difficult to come to terms with the field as a whole. Some common taxonomic exit that serves to divide up the range of communication research.

Two common mappings involve: (a) Contexts and (b) Assumptions. Many others and researchers divided communication by what they sometimes called "Contexts" or "Levels", but which more often represent institutional histories. The study of communication in the US, which occurring within departments of Psychology, Sociology, Linguistics and anthropology, generally developed from schools of rhetoric and from schools of Journalism.

These 'Levels of communication provide some way of grouping communication theories. In communication as a cohesive field of study and this appears still in the process of developing.

ASSUMPTIONS:

This approach also tends to have as its basis institutional division, theories within each of seven "traditions" of communication theory. Sir Robert Craig suggests tend to re-enforce one another and retain the same ground epistemological and axiological assumptions. His traditions include: (a) rhetorical (b) Semiotic (c) phenomenological (d) Cybernetic (e) Socio-Psychological (f) Critical (g) Socio-cultural. Craig

adopted cohesive approaches to describing communicative behavior. His approaches helped researchers to understand why some theories may seem incommensurable. The idea of Vygotsky of communication as the primary tool of a species defined by its tools remains on the outskirts of communication theory.

MULTI-AGENT COMMUNICATION THEORY:

Eric Werner developed multi-agent communication theory as a formal approach to understanding communication in groups. His theory extends Shannara's information theory by including the representational states of the agent (Actor, Sender, Receiver). These representational states include intentional state, the information state and the evaluative and emotive state of the agent. This theory can describe communication in social process that involve co-operation between groups of agents. Theory also describes hierarchies of social systems of group in communicative networks.

CONCLUSION:

Communication is very important in teaching and learning as it is cheap means by which the teacher and the thought work together benefited. Communication is so fundamental that without it the organization cannot exist. This paper analyses the principles of educational technology and describes the nature and use of various instructional media with a view to promote language pedagogy. It also includes the information involving the applications of instructional media like tape recorder, film, TV, video teaching.

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