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RESEARCH ARTICLE

TEACHING- LEARNING AND TECHNOLOGY: WHAT WE REALLY GET

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ABSTRACT

Quality in higher education has become a grave concern at the present moment. The necessity of achieving quality is knocking at the door with the advent of Globalization. Quality is a big term. First of all we have to define quality. Then we have to proceed for achieving such quality. So we must have some clearly pre-defined objectives. Basically quality is measured by contribution of the learner *after completion of learning. Now in order to measure a learner's contribution we may identify some specific* fields where a learner uses to contribute. These fields may be job market, family life, locality, society or country. The main key of achieving quality in higher education is to pay attention to the contribution to be made by a learner. In this line of thinking the present day educationists in our country are keen on propagating some innovative steps, which they claim to be instrumental to ensure quality in higher education. Technology has played an important role in entire teaching-learning process. To be more specific Information and Communication Technology has made an effective contribution in the field of education. Now let us take up this issue and analyze in details what contribution this advancement of technology has made in teaching learning process. There is no reason to deny that development of Information and communication Technology has enhanced the accessibility of both teacher and learner to expanded horizon of inputs. But the question is whether such enriched support system is sufficient to ensure provision of quality education to the learners.

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INTRODUCTION

Education in every sense is one of the fundamental factors of economic development. No country can achieve sustainable economic development without substantial investment in human capital (Schultz, 1961). In fact, Economic development is a complex process in which financial and human capital are combined in sophisticated and productive ways, and that is why certain countries advance in this process much more rapidly than others. So the human capital and physical capital are both required for economic development and that each has a positive external effect on the productivity of the other (Barro, 2001). No nation could achieve sustainable economic development without substantial investment in human capital From the point of view of Economics teachers may be considered as suppliers of inputs and employer may be supposed to be suppliers of output in the form of service. Hence employer's objective should be to maximize net return. Here output is quality education provided to the student community and it is not quantifiable, where as costs involved in providing such quality education is quantifiable. Thus net return is measured in terms of extent of quality education provided at the cheapest possible cost. Usual maximization exercise cannot be carried out here, as both of the benefits and cost are not measured in same unit. The most appropriate economic tool that can be exploited to analyze the situation is cost-benefit analysis and therefore the optimal situation requires attainment of greatest possible benefit at cheapest possible cost.

Coming to the case of operational part only feasibility open to the employer is to ensure minimal wastage and therefore salary must be dependent on the extent of quality education provided to the student community. Process by which quality education can be imparted is to cultivate professionalism in teaching. Obviously professionalism refers to dedication towards profession. Quality in higher education has become a grave concern at the present moment. The necessity of achieving quality is knocking at the door with the advent of Globalization. Quality is a big term. First of all we have to define quality. Then we have to proceed for achieving such quality. So we must have some clearly pre-defined objectives. Basically quality is measured by contribution of the learner after completion of learning. Now in order to measure a learner's contribution we may identify some specific fields where a learner uses to contribute. These fields may be job market, family life, locality, society or country The main key of achieving quality in higher education is to pay attention to the contribution to be made by a learner. In this line of thinking the present day educationists in our country are keen on propagating some innovative steps, which they claim to be instrumental to ensure quality in higher education. These steps include: introduction of employment oriented courses, improvement of academic qualifications on the part of teachers, admission through counseling, conduct of regular class tests, development of inquisitive mind among learners, extraction of potentialities of the learners, development of thinking ability among the learners, organizing Guardians' meet, exposure to enriched resources through modernized equipments both on the part of teachers and students, career counseling and so on(NAAC (National Assessment and Accreditation Council, 2007). If

we analyze the entire education system we find a Pyramidal structure with three tiers. At the bottom there lies educational institutions and at the top there is Government. In between these two tiers there lie various bodies to take decisions on educational policy making. If we keep a sharp look at the functioning of these three tiers we note that Government determines a clear-cut objective of education. Keeping parity with that stated objective the second tier, that is, various bodies, formulates the courses of actions to be followed by the third tier. It is then obvious that the third tier has nothing to do with the formulation of courses of actions. The members of the third tier are blind followers of those stated courses of actions. They are simply the puppets in the hands of the members of the second tier. With the advent of Globalization the second tier has been made to be much concerned about the quality of higher education. Consequently they have advocated various measures to improve the quality of higher education. These measures include: introduction of mandatory participation of teachers in Orientation Programme & Refresher Courses, introduction of Performance Appraisal and Teacher's Accountability (PATA) test, mandatory evaluation of educational institutions by National Assessment and Accreditation Council (NAAC),introduction of employment oriented courses, improvement of academic qualifications on the part of teachers, admission through counseling, conduct of regular class tests, development of inquisitive mind among learners, extraction of potentialities of the learners, development of thinking ability among the learners, organizing Guardians' meet, exposure to enriched resources through modernized equipments both on the part of teachers and students, career counseling and so on. Technology has played an important role in entire teaching-learning process. To be more specific Information and Communication Technology has made an effective contribution in the field of education.(UNESCO IIEP).[4]Now let us take up this issue and analyze in details what contribution this advancement of technology has made in teaching learning process.

Analysis: The two principal agents in teaching learning process are teacher and learner and between these two there exists some peripheral arrangements which create a congenial atmosphere in transmission of knowledge. In that sense technology is a constituent part of such peripheral arrangements. Contribution of technology can be measured in two parameters. One is quantitative parameter and the other is qualitative parameter. Information and Communication technology is not an exception and therefore we can measure its contribution by utilizing these two parameters. Quantitative Parameter includes number of learners successfully completed the course, percentage of learners secured different grades in their terminal examinations, number of learning-days they have effectively spent to complete their syllabus, number of journals they have consulted, number of libraries in which they had access. On the other hand Qualitative Parameter includes only acquired ability to reconstruct learners' previously accumulated knowledge or experiences, known as Apperceptive Mass(Dewey,1896),[5] The role of teacher is to make learners face a new experience or experiences and motivate them & help them in the process of reconstruction of experiences. Technology helps teacher to ease the process by providing various supportive inputs. Therefore technology plays a crucial role in enriching and expanding input vector and this qualitative aspect of technology deserves particular mention and attention while we are going to analyze the revolutionary change that has been brought about with the advent of Information and Communication technology. There is no reason to deny that development of Information and communication Technology has enhanced the accessibility of both teacher and learner to expanded horizon of inputs in terms of availability of study materials, use of digital platforms like Zoom, Google Meet, Google Class Room, Open Access Journals and so on. In this journey of lifelong learning both teacher and learner are now well endowed with supportive input vector. But the question is whether such enriched support system is sufficient to ensure provision of quality education to the learners. Now let us turn to this side and have a sharp look at what actually is happening. The essential prerequisite for successful impart of quality education is assimilation of knowledge on the part of teacher and transmission of assimilated knowledge to the learners. In the process of transmission judicious use of technology can ease the process and stimulate the learners' Apperceptive Mass to understand grasp the matter he is going to learn and at last there occurs assimilation of knowledge on the part of learners. At this point the term 'judicious use of technology' deserves to be clarified. By the term 'judicious use' I want to mean taking need based support from the advancement of technology. In other words technology is to substantiate transmission process. It should not act as controller of the transmission process and it should not be used as a means of hiding lack of assimilation of knowledge on the part of teacher. The propagation of Information and Communication Technology has occupied such a position that it is taken for granted that transmission remains incomplete or imperfect without its use. Teachers are being overwhelmed with its use and through such indiscriminate use of technology either there exists a lack in assimilation of knowledge or assimilated knowledge has been imparted without proper involvement on the part of teachers. As a result lack in assimilation of knowledge on the part of learners has become an obvious outcome in a considerable number of cases. More alarmingly such practice is continuing over a number of years. This can be identified as a case of slow poisoning in the process of transmission of knowledge and it results in a rift that needs to be taken care of. My evil spirit cannot but be critical on the recommendation of using technology indiscriminately. The proponents of technology should bear in mind that teaching is an art and teachers are not made, teachers are born. They are the sole authority to dictate their own way of imparting knowledge. On the one hand big business houses who have build up such technology would advocate the use of technology as their natural instinct. But what about so called experts who are assigned with the charges of looking after our educational system? Are they puppets in the hands of big business houses? Along with the same line we are also having a class of self acclaimed experts who are keen on proving that they are updated and equipped enough to cope with the changing scenario. It is very hard to believe that both these two groups of experts are not at all aware of the possibility of emergence of rift and therefore it becomes quite natural to raise the question the question why they do label the use of technology as a matter of credit while there arises a question of evaluating the performance of a teacher.

Along with imparting assimilated knowledge to the learners teachers are also motivated to inculcate in-depth study habit and develop inquisitive mind among the learners (Sarkar,2020). These are essential prerequisite to assimilate their knowledge in a successful manner. While the proponents of Information and Communication Technology suggest uploading study materials, lecturing videos Power Point Presentations in various digital platforms they practically advocate a path of spoon feeding which is quite contrary to the fundamental objectives of teaching and learning in particular and education in general. While they are trying to show that they are updated and equipped to cope with the changing circumstances, actually they are being diverted from the basic principle and norm of quality education. Such step on their part is in one sense suicidal for the entire student. Community

CONCLUSION

Technology plays a crucial role in enriching and expanding input vector and this qualitative aspect of technology deserves particular mention and attention while we are going to analyze the revolutionary change that has been brought about with the advent of Information and Communication technology. There is no reason to deny that development of Information and communication Technology has enhanced the accessibility of both teacher and learner to expanded horizon of inputs. But the question is whether such enriched support system is sufficient to ensure provision of quality education to the learners. The essential prerequisite for successful impart of quality education is assimilation of knowledge on the part of teacher and transmission of assimilated knowledge to the learners. In the process of transmission judicious use of technology can ease the process and stimulate the learners' Apperceptive Mass to understand and grasp the matter he is going to learn and at last there occurs assimilation of

knowledge on the part of learners. Technology is to substantiate transmission process, not to act as controller of the transmission process and not to act as a means of hiding lack of assimilation of knowledge on the part of teacher. When Teachers are overwhelmed with the use of Information and communication Technology, either there emerges a lack in assimilation of knowledge or assimilated knowledge has been imparted without proper involvement on the part of teachers. As a result lack in assimilation of knowledge on the part of learners has become an obvious outcome in a considerable number of cases. More alarmingly such practice is continuing over a number of years. This can be identified as a case of slow poisoning in the process of transmission of knowledge and it results in a rift that needs to be taken care of. Only sincere dedication and devotion to teaching can bring about success provided they are supported by the peripheral commitment to achieve quality education(Sarkar,2020).[7]Obviously the peripheral commitment must come from the top two tiers of the pyramid. Present day education policy lacks commitment and is full of ornamental suggestions. These suggestions are simply to divert attention from the core of the problem. There are so many people who are of very positive attitude on those suggestions. But very humbly I beg to differ with them in most of the cases as my understanding of the problem follows an inwardly different stream. What to do? I can't change my observations and feelings.

In order to ensure quality in education the measures, which are really able to bring quality, are to be suggested and implemented. Hollow advices and so to say big words are bound to bring education devoid of quality.

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