Ict For Educational Supervision

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ABSTRACT -The main focus of this article is on the topic of *ICT for Educational Supervision*. The supervision process represents one of the best and possible of long lasting learning and development.

This paper presents the supervision of education which works on the methodology of ICT. It is a learning development and supportive method of professional reflection. Different concepts of ICT for educational supervision are discussed here in this paper. Special emphasis is provided to the transformation of education system from *Teacher – Centric* to *Learner – Centric* with the help of useful and relevant quotes, papers, research paper, magazines and field work.

Now a days, the methodology of ICT becomes the part and parcel of our fast facing life. It is not the new thing which came into our life and became important for us. It creates revolutionary changes in the education system. It became important for learners for experiencing, learning and knowledge. Not only for learners but also for teachers, it played an important role by making easy for examining, records and in several fields. The methodology of ICT also supports the existing pedagogical practices for the constructive learning and teaching both.

The mythology of ICT is integrated form of unified communication of telecommunication, computers middleware as software, storage and audio-visual systems also which helps the user to create access, store, transmit and manipulate the information which is being provided.

In sight of ICT it plays important role between learner and education. It helps education to control over prejudice and stereotype methods to prodigy and prescient technology. Its rate of proliferation reduces nadir metropolis. Its transmigration rate props education rapidly. There are some obstacles which is being faced by ICT for improving the education system which are being listed below

- Can the thought of pedagogical practice and concept of transformation which helps in the upgradation in education system using ICT methodology be maintained in the environment?
- How can we show the skilful activities of teachers working in the ICT methodology environment and encourage the participation of teacher in professional development activity?
- How can ICT be most effective and relevant support for professional development which also included the encouragement of peer network?
- How can ICT use the way to train the teachers in LDC's for pre-service level?
- What are the most relevant and successful strategies being used by ICT to support the pedagogical practices?
- ICT's are used in education in two ways: (a) to support existing 'traditional' pedagogical practices i.e., Teacher-centric, lecture-based, rote learning. (b) to emphasis more learner centric, 'constructivist' learning.

As per the research from OECD countries, It suggests that the both ways of ICT i.e., 'to support the existing pedagogical practices' and 'to emphasis' more on learner centric and constructive learning', are useful in the imparting of education but according to OECD countries, ICT's are most effective way when it helps to enable learner centric pedagogies.

However, as per the studies by LDCs for ICT, it suggests that, despite rhetoric i.e., ICTs can enable new type of teaching and learning styles, the most important phase, they are being used to encourage and support the traditional pedagogical practices.

As per the programme of the World Bank i.e., infoDev, it helps the developing countries by promoting the innovation and entrepreneurship in smart digital technology. The main and root aim was to Go Green which worked with ICT and education and also do

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encourage the entrepreneurs and start-up that enhance the educational technologies.

For maximising the benefits of ICT methodology, teacher training and continued-on going are the most essential part. Teacher technical mastery of ICT skills is not sufficient preconditions for successful integration of ICTs in teaching. Teachers require extensive exposure to ICT.

The role of teachers in imparting the education remains central to the learning process in both ways of education environment.

Introducing technology alone will not change the teaching and learning process, but ICT can only enable the teacher to transform their teacher practices. ICT behaves as tools which encourages the teachers to create more Learner – Centric learning environments. It can be used to support the existing teaching practices. It presents the information and education as mixed effectiveness.

ICTs motivate teachers at least at the start but it consumes the time. Incentives must be developed to promote the effective teacher participation in continuing the professional development. The access to ICTs is the most significant factor and Teacher's subject knowledge influences how ICTs are being used in the environment of education.

Drastically in case of teacher training programme in Bihar ICT has introduced as a special subject. It helps to increase global ideas and inspire to educate them by using ICTs materials such as radios, tape-recorder, satellite communication system, mobile technologies, tele-conferencing and another field. It increases their eagerness and creativity too. These learners have also a soft corner towards its unique and unprecedented outcome. Really it is incredible.

Thus by concluding the lines of this article and quoting the survey of India, approximately ten thousand crores of amount is being used for marketing and most of the marketing is being digitalized. And for digitalized market, computer literacy is compulsory which can be or must be enhanced by the methodology of ICT.

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