

The Use of ICT in Bengali Literature

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1. Introduction

Information and communication technology (ICT) is a force that has changed many aspects of our life. The modern ICTs, In fact have brought a revolution in the field of business, industry, insurance, banking, agriculture, medicine, transport, postal, education and various other fields affecting our day-to-day activities. The impact of it during the last two or three decades has been enormous. The way these fields operate today are vastly different from the ways they operated in the past. But when we look at education then we see there is an uncanny Lack of influence andfor less changes compared to other fields have experienced. It is generally believed that ICTs can empower Teachers and learners Promoting changes and fostering the development of 21st century skills, but Data to support this beliefsare still limited. Because even in most advanced educational institute, ICTs are not considered as important elements to the teaching and learning process rather, conventional lecture method is preferred, especially in literature classroom.

There have been a number of factors that resist the general belief of ICT in education across all sectors. These have included such factors as a lack of funding to support the purchase of the technology, a lack of training established teaching practitioners, a lack of motivation and need among teachers to adopt ICT as teaching tools. But in recent times, factors have emerged which have strengthened and encouraged moves to adopt ICTs into classroom.

2. Statement of the problem

Information and communication technology is that kind of technology employed in the shape of tools, equipments and collection storage, retrieval, usestransmission, manipulation and dissemination of information as accurately and efficiently as possiblefor the purpose of enriching the knowledge and develop communication decision making as well as problem solving ability of the user. As a result, ICT can promote learner autonomy. But to be practical, it is seen that there is an ignorance about the use, applications and advantage drawn out of the information and communication technology on the part of teachers, especially those who teaches Bengali in the classroom. Because such teachers do not want to have transition on switchover to new methodologies and ways of teaching- learning, generated through the use and application of ICT. Moreover, there is fear and apprehension on the part of teachers for losing their dominance over the teaching learning activities. So, still it is not yielding cent percent result of teaching of literature compared to other technical and theoretical subjects. Whereas in literature particularly in Bengali literature classroom there is a lot of scope toadopt the support of ICT for teaching-learning of prosody, poetry recitation phonology of languages. Though a few numbers of young teachers uses ICT in in literature classroom to reach goals, however, it may be considered as a rare practice because most of the teachers of Bengali literature are not well equipped with the modern ICT, which yielding not the expected result in this field.

3. Objectives of the study

- A. The objective of proposed study is to make an attempt to encourage the teachers and learners of literature for adopting ICT in higher classroom. For which we shell analyse some probabilities of success in respect of ICT in literature classroom.
- B. In course of discussion we will see how our assumption will be able to develop a culture for adoption of ICT in literature classroom with special reference to Bengali literature.

4. Methodology

The study is mainly descriptive and is based on secondary data presenting the facts pertaining to the development of ICT in classroom teaching in literature subject. This paper is descriptive and required informations are collected from secondary sources like article, magazine, books internet etc.

5. Impact of ICT

- a) There is a widespread belief that ICTs can and will empower teachers and learners transforming teaching and learning processes from being highly teacher-dominated to student-centered and that this transformation will result in increased learning gains for student, creating and allowing for opportunities for learners to develop their creativity, problem solving abilities informational reasoning skills, communication skills, and other higher order thinking skills, However, there are currently very limited, unequivocally compelling data to support this belief .
- b) The positive impact of ICT use in education has not been proven in general, and despite thousands of impact studies, the impact of ICT use on student achievement remains difficult to measure and open to much reasonable debate.
- c) 'Computer Aided Instruction'(CIA), which refers generally to student self study on tutorial on PCs, has been shown to slightly improve student test scores on some reading and solution on Bengali prosody skills, although whether such improvement correlated to real improvement in student learning is debatable.
- d) In the off-campus teaching-learning process the positive impact of ICTs is considered high. Use of ICT has extended the scope of understanding critical discourse of literature has extended compare to previously ICT free curricular. Today many more students are able to make this choice through technology fecilated learning setting.
- e) Through online technologies, learning has become an activity that is no longer set within programmed schedules and slots learners are free to participate in learning activities when time permits and these freedoms have greatly increased the opportunities for many students to participate in formal programme. In such situation it is also seen that students become very much self reliant to get the solution, even of an easy task, with practice and culture of a certain problem. Very much dependent on ICT may not foster total knowledge of certain issues.

The ideas that been discussed in this paper suggest that while ICTs may not have had a large impact to date, their use will grow to play a significant role in many aspect of the design, development and delivery of educational programme in the coming year.

6. Conclusion

This paper has sought to explore the role of ICT in education, especially in Bengali literature classroom. In particular the paper has argued that ICTs have impacted on literature classroom to date is quite small ways but that impact will grow considerable in year to come and that ICT will become a strong agent for change among many educational practices. Extrapolating current activities and practices, the continued use and development of ICTs within education will have a strong impact on

- * What is learned?
- * How is it learned?
- * When and where to learn like place?
- * Who is learning and who is teaching?

Meanwhile learning should become more relevant to stakeholders needs, learning outcome should become moves deliberate and targeted and learning opportunities should diversity in what learned and who is clearing. At the same time quality of programs as measured by fitness for purpose should continue to grow stakeholder group find the offering matched to their need and expectations.

7. References

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