

Second Refresher Course
**Sharpening soft skills
for academic excellence**



**COMPENDIUM
2019**



**Academic Staff College
Directorate of Entrepreneurship
Kerala Veterinary and Animal Sciences University**

SECOND REFRESHER COURSE
SHARPENING SOFT SKILLS FOR ACADEMIC EXCELLENCE



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Directorate of Entrepreneurship
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ICT IN EDUCATION AND COMMUNICATION

Dr. K.J.Vargheese

Associate Professor of English
Christ College, Irinjalakuda

Abstract

This century has witnessed a revolution due to onset of technology, and has changed the dynamics of various industries, and has also influenced the industries and the way people interact and work in the society. This rapid rising and development of information communication technology has offered a better pattern to explore the new teaching model. As a result technology plays a very important role in education and communication. This paper discusses the rationale of using ICT in education and communication and its potentials.

Globalisation and technological development have markedly transformed the way of learning and teaching and communicating in the twenty first century. New technologies have dramatically increased the possibility of interaction and mobility among people around the globe, overcoming many barriers of time and space. The traditional way of teaching writing and communication skills and the materials for teaching and training are not adequate to meet the demand of the society. In this context, Crystal remarks:

There are no precedents in human history for what happens to languages in such circumstances of rapid change. There has never been a time when so many nations were needing to talk to each other so much.... And there never has been a more urgent need for a global language. (2003: 14)

He underlines the distinctive nature of this age.

This is also a time when communication skills are very important for people working in all walks of life. In order to equip students for the challenges of information era, it has become necessary to identify new methods in the teaching of English as a second language. It has paved the way for the linguists and teachers to identify more suitable, interesting learner-centred and effective modes of teaching. In an information era where storage, retrieval and dissemination of information is important, Kern and Warschauer remarks:

Pedagogy of networked computers must therefore take a broad view, examining not only the role of information technology in language learning but also the role of language learning in an information technology society. If our goal is to help students enter into new authentic discourse communities and if those discourse communities are increasingly online, that it seems appropriate to incorporate online, activities for their social utility as well as for their perceived particular pedagogical value. (2000: 12-13)

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