Challenge in ICT Education and Solution Based On Agent Oriented Technology

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Abstract: **Most unavoidable advances utilized as a part of remote control Processes in ICT training framework is programming specialists. specialist innovation and aggregate knowledge, and their applications in building and overseeing open, substantial scale, dispersed frameworks, for example, web/lattice/cloud/IoT benefit situated frameworks. Change-situated approach puts stock in change of ICT, has changed the apparatuses and even the arrangements and instructive objectives essentially and on a very basic level. By Using the Agent base design of in training which is ICT based it over come the constraint of conventional ICT devices.**

Keywords – ICT- Information and communication technology, CBR – Case Base Reasoning

I. INTRODUCTION-

1.1 The impact of ICT on how students learn

Innovation is affecting and supporting what is being discovered in schools and universities, so too is it supporting changes to the way understudies are learning. Moves from substance focused educational module to competency-based educational module are related with moves far from instructor focused types of conveyance to understudy focused structures. Through innovation encouraged methodologies, contemporary learning settings now urge understudies to assume liability for their own learning .In the past understudies have turned out to be exceptionally agreeable to learning through transmissive modes. Understudies have been prepared to give others a chance to present to them the data that structures the educational modules.

Understudy focused learning

Innovation has the ability to advance and support the change of training from a extremely educator guided undertaking to one which underpins more understudy focused models. Confirmation of this today is showed in:

- · The expansion of ability, competency and results centered educational module
- · Moves towards issue based learning
- · Increased utilization of the Web as a data source, Internet clients can pick the specialists from whom they will learn

The utilization of ICT in instructive settings, without anyone else's input goes about as an impetus for change in this space. ICTs

by their extremely nature are instruments that energize and bolster free learning. Understudies utilizing ICTs for learning purposes progress toward becoming inundated during the time spent learning and as to an ever increasing extent understudies utilize PCs as data sources and intellectual instruments.

1.1.2 Supporting information development.

The qualities of constructivism lie in its accentuation on learning as a procedure of individual comprehension and the improvement of importance in ways which are dynamic and interpretative. In this space learning is seen as the development of importance as opposed to as the memorization of actualities . Learning approaches utilizing contemporary ICTs give numerous chances to constructivist learning through their arrangement and support for asset based, understudy focused settings and by empowering figuring out how to be identified with setting and to rehearse.

1.2 Impact of ICT Education System

1.2.1 Wherever learning (Class and Time is not a boundation)

- · In many occurrences customary classroom learning has offered approach to learning in work-based settings with understudies ready to get to courses and projects from their work environment. The benefits of instruction and preparing at the purpose of need relate to accommodation as well as incorporate cost investment funds related with travel and time far from work, and furthermore circumstance and use of the learning exercises inside applicable and important settings.

- · The correspondences abilities of current advances give chances to numerous learners to select in courses offered by outer establishments as opposed to those arranged locally. These open doors give such points of interest as amplified course offerings and mixed class partners involved understudies of contrasting foundations, societies and viewpoints.

- · The flexibilities of decision given by projects that can be gotten to at wherever are likewise supporting the conveyance of projects with units and courses from an assortment of establishments, There are presently incalculable routes for understudies finishing college

degrees for instance, to study units for a solitary degree, through various diverse foundations, an action that gives extensive differing qualities and decision to understudies in the projects they finish

- The wide assortment of advances that bolster learning can give non-concurrent backings to realizing so that the requirement for constant cooperation can be maintained a strategic distance from while the benefits of correspondence and joint effort with different learners is held.

- As well as learning at whatever time, educators are additionally finding the capacities of instructing whenever to be entrepreneurial and ready to be utilized to advantage. Portable innovations and consistent correspondences advances bolster 24x7 instructing and learning. Picking how much time will be utilized inside the 24x7 envelope and what timeframes are difficulties that will confront the teachers without bounds

II. RELATED WORK

A lot of research has demonstrated the advantages to the nature of instruction (Al-Ansari, 2006). ICTs can possibly develop, quicken, advance, and extend abilities, to propel and draw in understudies, to encourage relate school understanding to work rehearses, make monetary suitability for tomorrow's laborers, and in addition fortifying instructing and helping schools change. As Jhurree (2005) states, much has been said and announced in regards to the effect of innovation, particularly PCs, in instruction. At first PCs were utilized to instruct PC programming yet the advancement of the microchip in the mid 1970s saw the presentation of moderate microcomputers into schools at a fast rate. PCs and uses of innovation turned out to be more unavoidable in the public eye which prompted a worry about the requirement for processing abilities in regular day to day existence. Hepp, Hinostroza, Laval and Rehbein (2004) guarantee in their paper "Innovation in Schools: Education, ICT and the Knowledge Society" that ICTs have been used in training as far back as their initiation, however they have not generally been greatly present.

III. POSITIVE APPROACH OF TEACHERS FOR ICT USE IN TEACHING

Teachers worked in schools where hardware and access to resources were twice the average, were comfortable with technology and used computers for many purposes. They perceived that their teaching practices became more student.

- Teacher motivation and commitment to their students' learning and to their own development as teachers, the support they experienced in their schools, access to sufficient quantities of technology.

- Student choice rather than teacher direction. Teachers who favored directive styles of teaching tended to rate their own competence as low and made use of helpers with ICT.

IV. CHALLENGE IN ICT EDUCATION AND SOLUTION BASED ON AGENT TECHNOLOGY

PROBLEM:-
Students See Little Value In The Course Or Its Content
In many ICT Program the content is less effective and student loose their interest in the ICT based learning.
Lack of Attention and No Class Type Environment
The class less environment affects the interest and attention of a student, Only those student pay attention in this virtual class those who have very keen interest only.
No Face To Face Interaction Between Student And Teacher :-
The main ICT problem is no face to face interaction between student and teacher and no physical effectiveness by a teacher on student cause a interesting loosing factor in student.
SOLUTION:-
Some agent which can solve these issue up to some extent.
Course Creator and Content Creator Agent (C4A):-
This Agent associate with teacher and their feed back and design the content and course according the modern trends and requirements so that effectiveness of this course will sustain longer.
Live Example Creator According to the Student Flow Agent (LECA):-
In this agent live example is created to develop the interest of student in current content. For this online and various case study follow by this agent and using the case base reasoning data it create the example which affects the student learning.
Virtual Learning Agent (VLA):- This type of agent handle the problem come at virtual learning, if some problem or example which is not clear the doubt of student it design its own example according to the student tendency of learning supported by a supervisor and provide a learning schema.
Education System- Process Agent (ESPA):- This type of agent mainly play a role to maintain the education processes in natural flow and with in the system, it totally avoid the rule which don't obey the process in ethical manner.
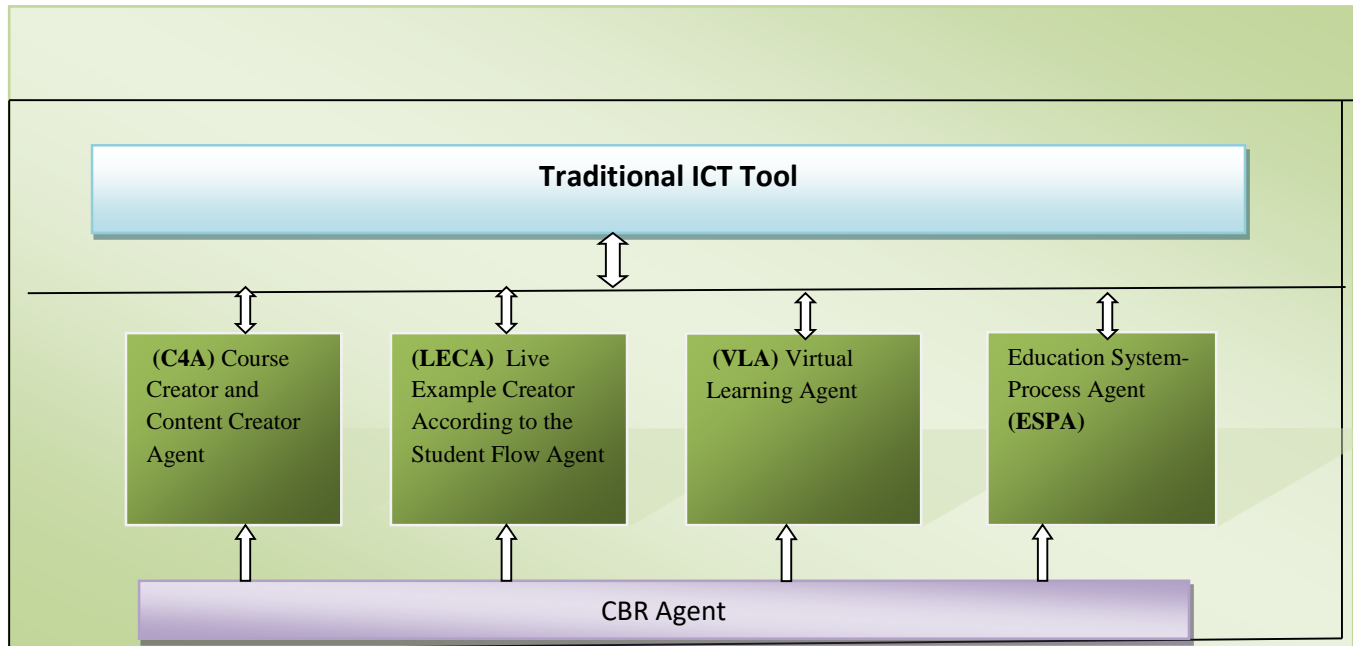
Fig1 . Agent Based ICT Architecture

V.   CONCLUSION

Approach of specialist arranged innovation in Information and Communication advancements winding up noticeably more Interactive and understudy learning orientated , its take care of the different issue confront by regular ICT Tools

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