Impact of Information Technology on Higher Education

U.DEVIKA

Resource Person

Computer Science

Mahatma Gandhi Government College, Mayabunder

Abstract

Higher education in the country is experiencing a major transformation in terms of access, equity and quality in 21st century. Information and communication technology (ICT) is a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. This broad definition of ICT includes technologies as radio, television, video, DVD, telephone, satellite system, computer and network hardware and software; as well as the equipment and services associated with these technologies, such as videoconferencing and electronic mail (UNESCO, 2002). ICT encourage students to take responsibility for their own learning and offers problem centered and inquiry based learning which provides easy access and information based resources. It necessary to acquire the ability to use technology as a tool to research, organize, evaluate and communicate information and the possession and the fundamental understanding of the ethical or legal issues and use of information. This paper also examines the present trends and impact of information technology on higher education.

Keywords: Higher Education, Information and communication technology, new education policy, Learning Environment.

Introduction:

The education has vital role in building the society. Education determines standard of society. The quality education helps to empowering the nation aspects by providing new thoughts, the ways of implementation of various technologies and so many such things. The quality education is basic need of the society. There are number of effective teaching & learning methodologies in practice. Technology is the most effective way to increase the student's knowledge. Here comes the role of ICT. Now a day's ICT (specially an internet) plays imminent role in the process of integrating technology into the education activities.

Education is one of the main keys to economic development and improvements in human welfare. As global economy competition grows sharper, education becomes an important source of competitive advantage, closely linked to economic growth, and a way for countries to attract jobs and investment. In addition, education appears to be one of the key determinants of lifetime earnings. Countries therefore frequently see raising educational attainment as a way of tackling poverty and deprivation. Education offers a way to improve and update the skills and capabilities of the workforce. The role of integrating ICT's the education sector can be examined in different ways such as reducing the costs, improving the efficiency of administration and the teaching learning etc.

Objectives of ICT in higher education:

The present study covers the following objectives.

- ❖ Improvement in learning achievement;
- ❖ Reduction of adult illiteracy rate, with sufficient emphasis on female literacy;
- ❖ Expansion of previsions of basic education and training in other essential skills required by youth and adults;
- ❖ Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development.

Problem statement:

During the colonial era in India, education was consciously kept away from development agenda and the universities established at that time were on the patter of the University of London and they were basically affiliating, examining and regulating bodies. Subsequently, the structures of the educational system in the independent India were inadequate to build potential human resources required for the self-reliant socio-economic development. In attempt to remove the infirmities of these inherited structures RadhaKrishnan Commission (1948-49) and Kothari commission (1964-66) were appointed and their reports formed the base for New Education Policy(1986) and program me of Action(1992) adorned with broad goals such as enhancement of the student enrolment, provision for equal access to all, quality education and promotion of relevant education.

In response to the social need of empowerment and capacity building through post secondary education, the number of higher education institutions in India has multiplied with an increase in the intake of students. But, the growth in terms of qualitative improvement is yet to be spotted in the country. After all many higher education institutions in the country have turned simply into examination centers instead of imparting skills. Moreover, structural adjustment in the reform policies of the Government pressurized the higher education institutions to become economically viable. It reshaped higher education as a commodity to meet growing demand in the midst of socio-economic, cultural and geographical barriers for people who wish to pursue higher education.

Research methodology:

The present paper is a macro level and descriptive study in nature, based on secondary data collected from the published and unpublished records, reports and contributions of several institutions, organizations and individuals in India. Specifically the secondary sources include Annual Reports of UGC, planning Commission, Education Department of Ministry of Human Resource Development, Economy Survey and other journals, books and websites. As these secondary sources have obvious limitations of sampling and dimensional studies, the present study could only be a macro analysis of higher education system in the country as a whole.

Review of literature:

Davies (2000) reported that a guiding principle in the integration of Information Technology in the Education system should be evidence-based policy formulation. It has been acknowledged that "whichever part of the public sector one is concerned" with, one observation is clear. The current state of research-based knowledge is insufficient to inform many areas of policy and practice.

Sayed (2000) rightly noted that in India, IT is becoming a necessity. Students of Universities frequently use libraries equipped with technology like internet, etc. to conclude all above, it can be said that the Government of India is giving all-out support and push to IT in education setups. Millions of dollars are being invested by the Government in IT, and majority being spent on human resource development and enabling infrastructure provision. The Government of India is leading the technology revolution in the country in various projects aimed at improving infrastructure, human resource development and integrating IT in the public and private sector.

Bates (2000) addresses the issue of IT usage in his study and claims that campus-based activities and private sector training markets have been the largest users of IT tools and applications, and that the education sector has incorporated Internet use for many years. Additionally, he says that since a knowledge-based economy demands technology-ready workers, governments and business communities put enormous pressure on educational institutions to use IT in their daily routine tasks.

Impact of Information Technology on Higher Education in India:

The gradual process of human socialization takes place by the affection of parents and interaction with society. In this process, education players a very vital role and transforms a biological man who is guided by instincts into a sociological man who is known for his thoughts and culture. With the modernization of our society, when every nook and corner is being guided by Information and Communication Technology (ICT), then "Education" which is known as the biggest socializing and modernization guiding factor cannot remain untouched with the blessings of this technology. It is a bitter fact that our country is facing the challenges of inadequate technology access and inequity coupled with economic considerations and technological know-how. So, emergence of ICT can be seen as a practical solution which has created a drastic change in almost every field including business, government and education and its miracle has enabled the world to move forward every rapidly towards digital media. So, its role in the enhancement of education has become increasingly important. In the present 21st century the use of ICTs in education and its related activities likes research and other are watching an unprecedented growth. This transformation can be termed as a revolution and seen in the form of a boom which has changed the pattern of disseminating education in today's era. The changes are not only in the form of dissemination but it can be seen in the betterment of interaction pattern and communication skills with the students and vice versa. The main idea behind this paper is to find out the role of ICT in education sector in our country with an assessment

of its impact on students and teachers which has facilitated the growth of interactive learning in higher education with social effectiveness.

Problems in ICT education:

1. ICT supported Infrastructure and Lack of Resources: The compelling utilization of ICT would require the accessibility of types of gear which are not accessible in all the instructive foundations. Moreover, ICT requires state-of-the-art equipment and programming.

2. Inadequate Funds: Compelling usage of innovation into training frameworks includes significant financing. ICT-bolstered equipment, programming, web, varying media helps, instructing helps and different extras request enormous assets. That productive and viable utilization of innovation relies upon the accessibility of equipment and programming and the value of access to assets by instructors, understudies a managerial staff.

3. Political Factors: The most eminent of the boundaries to the utilization of ICT in instruction in creating nations is by all accounts the political will of the general population in the halls of intensity. The allotment of adequate assets for the instructive segment and ICT does not appear to be externally appealing to the pioneers. In the event that the political pioneers support the innovation it will blossom.

4. Social and Culture Factors: The development of English as a prevailing dialect of science, innovation, business and interactional relations, and additionally instruction and preparing, would guarantee the accessibility of universally useable learning items.

5. Defilement: the abuse government finances which could have been utilized to create different parts like the reconciliation of ICT in training is diverted in different ways.

6. Educators' Attitudes and Beliefs about ICT: Educators' demeanors have been observed to be significant indicators of the utilization of new advances in instructional settings.

7. Absence of Knowledge and Skills: The accomplishment of instructive advancement depends to a great extent on the abilities and information of instructors.

8. Absence of Time: Instructors are troubled with substantial outstanding task at hand. In these conditions' instructors don't have sufficient energy to configuration, from and fuse innovation into the showing learning circumstance.

Recommendations:

1. Successful execution of ICT in training requires duty from the partners: That is, all the partners and dependable specialists including educators and other staff ought to know about the significance of innovation in building up understudy's learning and should endeavor to beat the boundaries, with the goal that understudies can profit successfully from this ICT.

2. Absences of assets results in absence of ICT mix: Which results in absence of adequate PC encounter for the two students and instructors (Rosen and Weil . 1995).

3. The administration ought to define arrangements for advice young ladies as for the reception of ICT: Without appropriate engaging of ladies, it isn't conceivable to actualize ICT in instruction. Sharma (2003) state that the approach creators must consider oblige all division (and those barred likewise like rustic network, ladies and impaired) while getting ready for reception of ICT.

4. Successful execution of ICT in instructive establishments requires top to bottom proficient advancement: Consideration should be given to in-benefit, pre-benefit and recently named instructors to familiarize them with the job of innovation in instructive settings and to prepare them on the best way to get ready and utilize ICT capability.

5. To present and execute PCs in the classroom successfully, changing educators' negative states of mind is basic: In this way, if educators need to effectively utilize innovation in their classes, they have to have an inspirational mentality to the utilization of innovation.

Conclusion:

Higher education should not only critical the purpose of this study is to analyses how student use technology to support their studies. Higher education institution are important actors in the community and can be perceived as models for reflect on learning environments learning processes for students, they should also reflect on their role in creating an infrastructure that supports and enhances lifelong learning processes. The wide adoption of ICT calls for mindsets and skill sets that are adaptive to change. ICT integration in higher education brings a change in student and teacher learning behavior and develops higher order skills such as collaborating across time and place and solving complex real world problems.

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