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Importance of Information and Communication Technology in Higher Education in India

Dr. Sanjay L. Bhedekar
(Librarian)
J.B. S. P. M. S Mahila Mahavidhyalay,
Georai Dist.Beed(M.S)
sanjaybhedekar@gmail.com

Abstract :

The paper is covered to all parameters on the highlight the impact of information and communication technology (ICT) in the higher education for the 21st century .Education is much more important for the social heritage importance will continue to grow and develop in the 21st century. Information and communication technologies(ICT)have become common place entities in all aspects of life. Across the last twenty years the use of (ICT)has fundamentally changed the practices and procedures of all forms of efforts business and governance. Education is a very socially oriented activity and quality education traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of ICT in higher education lends it self to more student -centered learning settings and often this creates some tensions for some teachers and students. The paper argues the role of ICT in transforming teaching and learning and seeks to explore how this will impact on the specific program will be offered and delivered in the universities and colleges of future.

Keywords: ICT ,Higher education ,Social development

Introduction:

Information and communication technology is a force that has changed many aspects of the way we live. If we can compare such different types of fields as medicine, tourism travels, banking ,law, business, engineering and architechture, the impact of ICT across the last two or decades has been tremendous. The way these fields operating today is much more vastly different from the ways they operated in the past. But when one looks at education, there seems to have been an unique lack of influence and less changed ,There have been a number of factors impeding the wholesale lift 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 among established teaching practitioners, a lack of motivation and need among teachers to adopt ICT as teaching tools (Starr, 2001). But in recent times, factors have emerged which have strengthened and encouraged moves to adopt ICTs into classrooms and learning settings. These have included a growing need to explore efficiencies in terms .Computers can be used briefly for academic administration .The following are some areas where computers can be used for effective academic administration eg.

1.General Administration

2.Financial Accounting. 3.Administration of Enrollments.. 4.Shelving and Furniture management 5.Maintanance of Personal Record 6.Library Management System

The Indian higher education system is one of the largest in the world. With only 20 universities and 500 colleges with 0.1 million students at the time of independence, but we now have about 789 universities and university-level institutions and 37,204 colleges as of feb.

2017and11,443stand-alone institution in India. According to a report from Spring board Research, India's education sector will increase its IT spending september09,2016 at present higher education sector witnesses spending of over Rs.42,219.5crore and Rs26,855crore was allocated(approx 7.3per cent increase) is allocated for higher education.

Despite the significant rise in numbers, when it comes to IT solutions in the education market, there is significant scope for improvement in India .Integration of ICT in Indian universities and colleges would respond to the twenty-first century demands.

The impact of information &communication technology on learning system.

Conventional teaching process has emphasized content. So many years education courses have been written around textbooks. Teachers have taught through lectures and presentations interspersed with tests, tutorials and learning process designed to consolidation and rehearse the content. Contemporary settings are now favoring curricula that promote competency and performance. Curricula are starting to emphasize capabilities and to be concerned more with *how* the information will be used than with what the information is as follow.

access to a variety of information sources;

1.Types of information forms and to access sources.

2.Student-centred learning settings based on information access.

3.Learning environments centred on problem-centred and inquiry-based activities;

Teachers are to guides , Just as technology is influencing and supporting what is being learned in schools, College and universities. So it is supporting changes to the way students are learning. Moves from content-centered curricula to competency-based curricula are associated with moves away from teacher-centered system of delivery to student-centered system. Through technology-facilitated approaches, contemporary learning settings now encourage students to take responsibility for their own learning .In the past students have become very comfortable to learning through transmission modes. Students have been trained to let others present to them the information that forms the

curriculum. The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learning process. The following sections describe particular forms of learning that are gaining prominence in universities,College and schools worldwide.

Students centered oriented learning :

Information communication Technology has the capacity to promote and encourage the transformation of education from every teacher directed enterprise to one which supports more student- centered models. Evidence of this today is manifested in:

1.Rapid increase the capability, competency and outcomes focused curricula

2.Moves towards problem-based learning

3.Increased use of the Website as an information source, Internet users are able to choose the experts from whom they will learn. The use of ICT in educational settings, by itself acts as a catalyst for change in this domain. ICTs

by their very nature are tools that encourage and support independent learning. Students' using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools .

Importance of ICT in education:

a. Impact of ICTon teachers in Teaching process

In the past, the role of teacher in an educational institution was a role given to only highly qualified people. With technology-facilitated learning, there are now opportunities to extend the teaching pool beyond this specialist set to include much more people. The changing role of the teacher has seen increased opportunities for others to participate in the process including workplace trainers, mentors, specialists from the workplace and others. Through the educational environment and capabilities of technology, today we have a much expanded pool of teachers with varying roles able to provide support for learners in a variety of flexible settings. This trend seems set to continue and to grow with new ICT developments and applications. And within this changed pool of teachers will come changed responsibilities.

b. Impact of ICT on students in learning process :

In the past, education has been a privilege and an opportunity that often was unavailable to many students whose situation did not fit the mainstream. Through the flexibilities provided by technology, so many students who previously were unable to participate in educational activities are now finding opportunities to do so. The pool of students is changing and will continue to change as more and more people who have a need for education and training are able to take advantage
of the increased opportunities. Interesting opportunities are now being observed among, for example, school students studying university courses to overcome limitations in their school programs and workers undertaking courses from their desktops.

c. Importance of ICT education in students life

Traditional thinking has always been that technology-facilitated learning would provide economies and efficiencies that would see significant reductions in the costs associated with the delivery of educational programs. The costs would come from the ability to create courses with fixed establishment costs, for example technology-based courses, and for which there would be savings in delivery through large scale uptake. We have already seen a number of virtual universities built around technology delivery alone (eg. Jones International University, www.jiu.edu). The reality is that few institutions have been able to realize these aims for economy. There appear to have been many underestimated costs in such areas as course development and course delivery. The costs associated with the development of high quality technology-facilitated learning
materials are quite high

Conclusion:

This paper has sought to explore the role of Information communication Technology in higher education as we progress. In particular paper has argued that ICTs have impacted on educational practices and education policies in higher education to up to date in quite small ways but that the impact will grow considerably in years to come and that ICT will become a strong agent for change among many educational practices. The method of current activities and practices, the continued use and development of ICTs within higher education will have a strong impact on the following :

1. What is learned ?
2. How it is learned;
3. When and where learning takes place .
4. Who is learning and who is teaching.

The outcome of all this activity is that we should see marked improvements in many different types of areas of educational efforts. Learning should become more relevant to stakeholders' needs, learning outcomes should become more discuss and targeted, and learning opportunities should diversity in what is learned and who is learning

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