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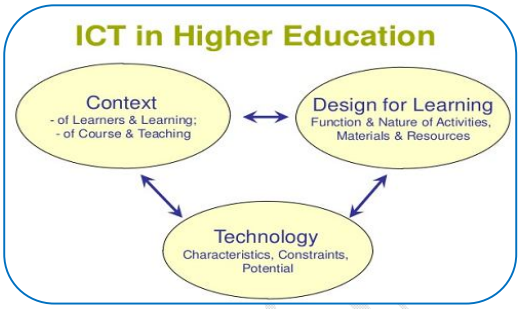
ROLE OF ICT IN HIGHER EDUCATION



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ABSTRACT:

Training is a socially situated action and quality instruction has generally been related with solid educators having high degrees of individual contact with students. ICT has turned into an indispensable piece of the present showing learning process. Successful utilization of innovation can propel understudies, make our classes increasingly powerful and intriguing and re-establish instructor eagerness as they adapt new aptitudes and procedures. The job of ICT in advanced education is winding up increasingly significant and this significance will proceed to develop and create in 21st century. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning. The adoption and use of ICTs in education have a positive impact teaching, learning and research. The use of ICT will not only enhance learning environment but also prepare next generation for future lives and careers.This paper feature the different effects of ICT on advanced education and investigates different potential future improvements.

KEYWORDS*: Information and Communication Technology, ICT initiatives, Higher Education.*

INTRODUCTION:

Information and communication technology (ICT) is a force that has changed many aspects of theway we live. If one somehow managed to look at such fields as drug, the travel industry, travel, business, law, banking, designing and engineering, the effect of ICT over the previous a few decades has been colossal. The way these fields operate today is vastly different from the ways theyoperated in the past. Be that as it may, when one sees instruction, there appears to have been an uncanny absence of impact and far less change than different fields have encountered. Various individuals have endeavoured to investigate this absence of movement and impact. There have been a number of factors impeding the wholesale uptake of ICT in education acrossall sectors. These have included such factors as an absence of subsidizing to help the acquisition of the innovation, an absence of preparing among built up showing professionals, an absence of inspiration and need among instructors to embrace ICT as educating apparatuses.But in recent times, factorshave 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 ofprogram delivery, the opportunities for flexible delivery provided by ICTs. The capacity of technology to provide support for customized educational programs tomeet the needs of individual learners.As we move into the 21st century, these factors and many others are bringing strong forces to bearon the adoption of ICTs in education and contemporary trends suggest we will soon see largescale changes in the way education is planned and delivered as a consequence of theopportunities and affordances of

ICT. This paper seeks to explore the likely changes we will seein education as ICT acts as a powerful agent to change many of the educational practices towhich we have become accustomed. In particular, the paper will explore the impact both currentand emerging information and communication technologies will be likely to have in comingyears on *what* is learned, *when* and *where* learning will take place and *how* the learning willoccur.

OBJECTIVES OF THE STUDY

The main objectives of the study are stated below:
(a) To understand the concept ICT.
(b) To study its impacts on higher education.

RESEARCH METHODOLOGY

The data used for this research is mainly secondary, collected from various magazines, books, research papers, reports and documents.

MAJOR ICT INITIATIVES IN HIGHER EDUCATION

Various initiatives in the recent past portrayed the significant role that ICT plays in the realm of higher education development. Several projects have reduced the costs, and it also has increased transparency. India has taken up major initiatives in terms of content delivery and furthering education through Information and Communication technology. For example GyanDarshan was launched in 2000 in broadcast educational programs for school kids, university students and adults. Similarly GyanVani was another such important step with broadscast programs contributed by institution such as IGNOU and IITs .Under the UGC country wise classroom intiative, education programs are broadcast on GyanDarshan and Doordarshan national channel every day. E-Gyankosh which aims at preserving digital learning resources is a knowledge repository launched by IGNOU in 2005.Almost 95% of IGNOU's printed material has been digitized by uploaded on the repository. The national programme for technology enhanced learning (NPTEL) launched in 2001 is another joint initiative of IITS and IISC which education through technology. Sristi, the society for research and initiatives for sustainable technologies and institutions is facilitating the use of ICT for strengthening the capacity of grass roots inventors, innovations and entrepreneurs engaged in conserving bio diversity and developing eco-friendly solutions to local problems.

ICT ADVANTAGE IN HIGHER EDUCATION

After knowing real facts of ICT, entire globe accepted the use and implementation of ICT in Higher Education. Since there is raise in volume of majority of people towards ICT obviously there will be many advantages in teaching and learning and keep also responsible for better quality output. ICT is basically the use of technology and provide a basic idea on how to use the technology and gives idea where it can be applied also helps to analyses impact of that technology in classroom. This technology is all about how the teacher and student communicate with each other, inquire about doubts, helps is making decisions and provide proper road map to understand and solve particular problem. This cannot be only applied in classroom it can also be implied in our daily life.

- Gathering information.
- Categorizing and consolidating.
- Summarizing and combining.
- Examining and assessing.
- Speculating and forecasting.

The main advantages of ICT in Education :-

- Enables students to learn round the clock.Affords coaching to the requirements/necessity of the student
- Provides educational activities in geographic areas larger
- Offers Committed teaching through individual communication.
- Empowers effective education.
- Deliver instructions according to the student necessities.
- Offers educational activities covering large geographical areas.
- Boost the individual learning habit.

From Student Perspective :-

- Increased access to tool or site.
- Content rigidity is eradicated hence effective delivery is achieved.
- Amalgamation of work and edificationwhich student can map to real time scenario.
- Learner-Centered approach, allows you to learn effectively and also come up with new things.
- Drastic improvement in the quality of Highereducation leading to innovative way of collaboration.

From Teacher Perspective :-

- Innovatingpresent-day/modern learning modules.
- Easier use of multimedia or simulation tools.
- Helps to focus ICTs on eminence research through utilization of diligent research procedure and comprehensiveexploration.
- Improves the quality and helps to attract the students.

Challenges In Implementing ICT :-

- Instant advancement of ICT is taking place all over the globe. ICT had become authoritative instrument for circulation/transmission of knowledge and information. Arrival and intense use of ICT in Higher Education has generated diverse retort. This will leads a potential challenge in using ICT in Education. Use of ICT in Education has obvious benefits and also brings challenges.
- Primary challenge is expensive cost which will come to know while performing feasibility study which will incur acquiring, installing, Operating, Maintaining and replacing ICT's in Traditional/Manual process institution.
- Another challenging/hectic process is integration of ICT into teaching is still in initial stages/phases.
- Speed up Higher Education capability to innovate and adopt technology rapidly and effectively.
- Helping Higher Education Institutions to find and use technology in reduced cost.
- Imposing technological system without involving faculty and student, Automation of manual process from top to down hierarchy of the ladder will create a mesh and progressive expected result will not be achieved.
- Contents are region specific customization is mandatory before using same content in other regions, since it will not have at most impact while delivering.
- Providing an efficient technical manual and training should be provided after implementing technology in class rooms else not adjusted to the technology which currently in use.
- Innovating new model with the help of technology and collaborating with existing one or using it independently which will be competitor globally in ICT age.

SUMMARY AND CONCLUSIONS :-

This paper has sought to explore the role of ICT in education as we progress into the 21st century.In particular the paper has argued that ICTs have impacted on educational practice in education todate in quite small ways but that the impact will grow considerably in years to and that ICTwill

become a strong agent for change among many educational practices. Extrapolating currentactivities and practices, the continued use and development of ICTs within education will have astrong impact on:

- What is learned;
- How it is learned;
- When and where learning takes place;
- Who is learning and who is teaching.

The upshot of all this activity is that we should see marked improvements in many areas of educational endeavour. Learning should become more relevant to stakeholders' needs, learningoutcomes should become more deliberate and targeted, and learning opportunities shoulddiversity in what is learned and who is learning. At the same time, quality of programs asmeasured by fitness for purpose should continue to grow as stakeholder groups find the offeringsmatched to their needs and expectations.

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