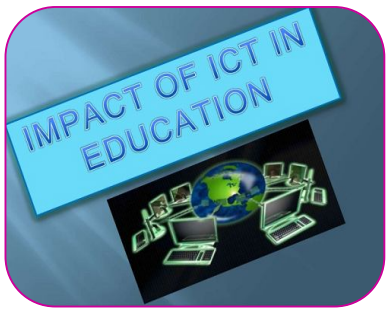
REVIEW OF RESEARCH
IMPACT FACTOR : 5.2331 (UIF) UGC APPROVED JOURNAL NO. 48514 ISSN: 2249-894X
VOLUME - 7 | ISSUE - 7 | APRIL - 2018

IMPACT OF ICT IN INDIAN EDUCATIONAL SYSTEM



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ABSTRACT

As world is moving rapidly towards digital information, the role of ICTs in education becoming very important. Many education institutions have adopting and implementing the technology tools for teaching and learning with the help of Video conference, MOOC's the Information is disseminating/sharing to each other. Indian government also initiated and started course like SWAYAM to teach the student even at remote area. The present paper highlights the impact of ICT on higher education and also discusses the future developments.

KEYWORDS: *Information and Communication Technology (ICT), Higher Education, Quality, Accessibility, Online learning.*

INTRODUCTION

Importance of education in almost all walks of life has increased with the support of information and communication technologies (ICT). introducing ICT into education is the answer for those who ask how can we increase the reach of our institution, to a larger number of students?.' The Mobile learning (m -learning) as a form of e -learning is a rising trend where the education has outgrown the physical constraints of the classrooms and acquired mobility. Students access information whenever and wherever they want, and institutions that provides such advanced technological terrains is rising in number day by day.

The quality education is basic need of the society. There are number of effective teaching & learning methodologies in practice. Here comes the role of ICT in the education sector! Being an academician I cannot imagine education without ICT. Nowadays ICT (specially an internet) plays imminent role in the process of integrating technology into the educational activities.

India is developing as a knowledge economy and it cannot function without the support of ICT. The gap between demand and supply of higher education has necessitated the governments and institutions to formulate the policies for the better use of ICT. And, in order to bridge the gap, it is necessary to evolve the cooperation between the public and private sectors. The education ICT policy should identify specific ways in which the application of ICT will enhance the educational capacity and the capability of higher education institutions.

ICTS AND EDUCATION:

Do the ICTs have a role in education? We can argue both ways. Supporters of the view that ICTs have a role in education, especially adult learning, have many arguments that they put forward and most of these arguments centre on issues of the global and Indian contexts, the changing nature of the learner and demand of education for all, and the reality that the existing educational system cannot cope with the demand for education on the one hand, and the issues of access, equity, and resources on the other.

The background: Liberalization, privatization, and globalization constitute the current social, economic, technological and political space within which television and all other media have to exist, survive, and function. Revolutions in information and communication technologies have reduced national boundaries to meaningless lines drawn on maps. And in the new scenarios, education has been identified as one of the twelve main services, which need to be opened up for free flow of trade between countries. The form of this flow will become clear only when GATS comes into full force after rounds of negotiations among participating countries. Then, more than now, knowledge is expected to become a tradable commodity; and it will be essential that Indian educators keep pace with the change, or else perish in the face of competition from multinational forces in all fields of education and learning, including adult learning. At the same time, changes in the capabilities, needs, and interests of the user; changes in the medium and its content, the close interdependence of the media and the competition of each medium to survive, and changes in the availability and attractiveness of accessible alternatives; interact freely with social, economic and political and technological contexts.

ROLE OF ICT IN HIGHER EDUCATION:

1. To implement the principle of Continues learning and education.
2. To promote technology literacy of all citizens, especially for students.
3. To develop distance education with national contents.
4. To promote the culture of learning at school.

The learner community:

India's demographic mosaic consists of an increasing demand for education for a population, half of which is below 15 years of age, 75 per cent rural, a literacy rate of about 60 per cent; and a linguistic break-up of 15 different major languages. The demand for education far outstrips the conventional system's ability to provide it, leaving no alternative to the use of technology in education. We are at a critical junction, when the new technologies of communication - from the individualized computer assisted learning systems to the more mass directed radio and television today offer an unparallel opportunity to reconsider conventional educational and learning practices and institutions.

The notion that teaching and learning can be taken out of the confines of existing schools and colleges, that teaching can be individualized and insensitive to geoclimatic distances is one which has emerged out of the telecommunications revolution sweeping across the world in the 1980s and 1990s. And yet, the urban-rural divide in terms of access, equity, and resources will continue to be the main issues that Indian educators, particularly adult educators will have to address as the needs of the learning community in the new social, economic and political contexts will change. In the new educational system, there are likely to be four levels of learners. The first level will consist of students, who, able to afford the high cost of education, will obtain it from either public or private institutions of higher education. They will be getting the best of the facilities, and will soon form educational elites.

The second level of learners will consist of intelligent and competent students, who unable to afford the cost of education, will obtain it from existing public institutions and will soon be competing with the first level for membership in the educational elite. A third level of students will consist of the academically and financially poor students, who will seek access to education from lower quality institutions of higher learning. And the last group of learners would be most of the illiterate and the poor, whom you will be addressing as part of your work. Current ways of imparting adult education use extensive ground work in the field and require both large numbers of trained personnel as well as committed individuals working in a world where access to technology is going to determine the gap between the haves and the have-nots. We no longer have a choice. It is no longer an "if" but "how" to deploy the technologies optimally. Information and communication technology application constitutes an absolute necessity, given huge dispersed populations in a sub continent; inadequate resources and mind boggling needs.

The new technologies offer us the chance to telescope decades of infrastructure building and development activities by providing us with the advantage of high speed delivery with no dilution in quality; wide reach; individualization of learning in a anytime, anywhere situation; and interactivity, a low per unit cost. These technologies and facilities can be equally used for language teaching, for literacy and adult learning. This brings the role of the teachers or educators into focus. The adult educator is a key person in the whole process of learning and transacting education and a gateway to the learner. The responsibilities of the teachers or adult educators are many, and very often they feel threatened and further challenged when told that they have to use ICTs, sometimes even feeling that they may well lose their jobs or be replaced by the ICTs.

USING ICTS IN EDUCATION:

What does using ICTs in education, especially adult learning, mean? This is a good question to begin our discussion of ICTs with. There are three ways in which ICT in education is considered in current thinking. These are ICT education; ICT supported education, and ICT enabled education.

ICT Education: This is the most common understanding of the field of ICTs in education. Essentially, it refers to the creation of human resource to meet the IT needs of the knowledge economy. In developing countries of Asia, each country is trying to create a job opportunities in the field of information technology computers—hardware and software, creating and training people in computer engineering. Very often, Implementation of ICT in Education policy of the government shows the way by which computers will be used in schools and how the teachers and students will be trained to their career growth in competitive world in which all jobs are computer based technologies.

ICT Supported Education: Many Universities which are running distance education are conducting their contact classes using Video conferencing, Skype. Many of them delivering audio and video tapes as a part of learning to kit to their enrolled students. MOOC's are playing an important role in delivering speeches to remote area students who are willing to take distance education.

ICT Enabled Education:

The Educational programme is now ICT enabled. Many universities are delivering their content in online mode. Information and Communication Technology (ICT) in education is the mode of education that use information and communications technology to support, enhance, and optimise the delivery of information. Worldwide research has shown that ICT can lead to an improved student learning and better teaching methods.

ICT Tools :

- Instructional materials
- Audio, visual and digital products
- Software and content-ware
- Modes of connectivity
- Media
- Educational websites
- Blogs
- Online Forums
- Email

CONCLUSION:

Therefore this paper is an attempt to present the important issues that must be addressed by both pre-service teacher's education and in-service teacher professional development programs if schools and other educational institutions are to fully exploit the potential of computers and the Internet as educational tools

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