



Information Technology in Higher Education of India

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Abstract:

Education is a very socially active activity and quality education is traditionally associated with strong teachers who have personal connections with higher education. ICT has become an integral part of today's education system. Effective use of technology can stimulate students, make classrooms more dynamic and interesting, and stimulate teachers as they learn new skills and techniques. The functioning of ICT is becoming more and more important in higher education, and it will continue to grow and evolve in the 21st century. The use of ICT in education not only improves the teaching and learning process in the classroom but also facilitates e-learning. The adoption and use of ICT in education has a positive impact on teaching, learning and research. The use of ICT will not only enhance the learning environment but also prepare the next generation for future life and career. This article highlights the various effects of ICT on higher education and explores future developments.

Keywords: Information and Communication, ICT, Higher Education India, Teaching.

Introduction:

According to Dr. Babasaheb Ambedkar, "The University is a system whereby educational facilities are provided to all those who are intellectually capable of using those facilities but who cannot avail themselves. Facilities for money or other disabilities in life. " Effective use of technology can motivate students, make our classes more dynamic and interesting, and encourage teachers to learn new skills and techniques that help students understand any abstract concepts. ICT is today's learning Meeting has become part of the process inseparable. In general the teaching and especially teachers' education in ICT gathering of this time is needed. ICT use can substantially change the teaching and training mainly in two ways: first, information-rich representation of the teacher takes to understand the perception and context. Secondly; The vast distribution and easy access to information can alter the relationship between teacher and educator. ICT can also provide powerful support for academic innovation. Over the past few decades, we have seen an increasing number of young people getting higher education. This phenomenon reflects a global trend that is mainly due to democratization and development of societies, improving living standards and structures. The gradual reflection of higher education and formal character of higher education is reflected in the change in the quality of the student population as well as the quality of the student population, demanding more qualified performance in both business and citizenship. Access to persons of all social classes. "The liberal and transformative capabilities of ICT in higher education in India have helped to increase the need for higher education in the country through part-time and distance education schemes. It can be used as a tool to reduce costs, reduce the number of teachers and the poor quality of education, as well as eliminate time and distance barriers.



Review of related literature:

- Ozdemir and Abbrera (2000) demonstrated that ICT is reducing the cost per student and increasing enrollment and making provision for employers and supporting sustainable students.
- Lalitubhushan S Waghmare, et al (2001) studied the role of information and communication technology in higher education: students' perspectives in rural medical schools. They concluded that the role of technology in education needs to be assessed and appropriate measures need to be taken to equip stakeholders for adequate and optimal use.
- Best of Pegu studied "Information and Communication Technology in India's Higher Education: Challenges and Opportunities". The study concludes that ICT-enabled education will eventually democratize education and lead to higher education in India. Mahisa, Anju studied "The role of ICT in higher education in India". Studies show that ICT plays an important role as a strong agent for many educational practices. In recent days, higher education institutions have portrayed the important role of ICT in the development of higher education. Many projects have reduced costs and increased transparency. India has taken great initiatives in the field of content delivery and further education through information and communication technology. For example, Enlightenment Children was introduced in 2000, broadcasting programs for children, university students and adults. Likewise, another important step in the process of broadcasting was the broadcast of programs by organizations such as IGNOU and IIT. According to information from the UGC country-wise classrooms, daily education programs are broadcast on the national channel of knowledge and television. E-Knowledge Base, which aims to conserve digital learning resources, is a knowledge repository started by IGNOU in. About %%% of printed material around IGNOU has been digitized by uploading to the repository.
- The National Program for Technology Enhanced Education (NPTEL), launched in 2002, is another joint venture of IITs and IISc, which impart technology education. Initiatives for creation, research, and sustainable technologies and organizations are using ICT to facilitate the use of ICT to enhance investment, innovation and entrepreneurial potential, and to develop environmentally friendly solutions to local issues.
- Benefits of ICT in Higher Education The use of ICT in education presents a unique opportunity to solve many challenges quickly and at low rates. Here is an overview of the benefits of ICT: 1.5 Broadcast Factor: - The Internet can serve as a motivating tool for many students. Young people are fascinated by technology. Teachers should capitalize on this vibrant enthusiasm and enthusiasm about the internet for the purpose of enhancing education. For already enthusiastic students, the Internet provides them with additional educational activities that are not readily available in the classroom. Students can join collaborative projects that involve students from different states, countries, or continents.

Operative learning:-

The Internet facilitates collaborative learning, encourages communication, and creates more engaging classrooms. For example, for our class, Aleister V will allow students to



participate in classroom discussions via e-mail in impossible ways within the four walls of the classroom. **Collection of research material:**

Participate in dialogue. Research means many people internet. There are more resources available on the Internet than the availability of school libraries.

Getting various writing skills:

If students are required to publish their work on the Internet, they should develop hypertext skills. These skills help students to experience sequential writing. Recommendations: The quality of programs measured by interest should continue to increase, if the stakeholders are meeting the needs and expectations of their educational programs. ICT provides the activity with a means of realizing the potential of human resources. In addition, adequate funding must be provided for the initiation, development, promotion, review and implementation of ICT strategies in the educational field, in order to improve ICT utilization through computer trainees taught at Valerian tertiary institutions. In this period of economic downturn, the cost of ICT equipment and materials will remain astronomical. It is imperative to entice all stakeholders of education to assist in the provision of ICT equipment and materials as well as computer laboratories to industrial organizations, politicians, big businessmen and entrepreneurs, non-governmental organizations and the wider community. ICT As a powerful agent for changing many educational practices, I play an important role in e-conducting online exams, paying online fees, accessing online books and journals. ICT in higher education improves the learning process, thousands of students have access to online learning facilities which, due to many checks, can not avail higher education, time, cost, geographical location, etc. ICT once again, Provide a means to explore the possibilities that it has through many of these activities.

ICT initiatives in Indian education:

Recognizing the immense importance of ICT, the Government of India has formulated a national policy on ICT enabled school education, which aims to bring young people to social, economic development, to actively participate in the establishment, maintenance and growth of knowledge institutions. Nation and world competition. In India, ICT was introduced in schools in 2004, and in the 5th, advanced secondary level students were provided with opportunities to enhance their ability on ICT skills and take them to the computer-aided learning process. Under the National Secondary Education Mission (RMSA) schools have included ICT in schools. The scheme is a major catalyst for the digital divide among students across various socio-economic and other geographical barriers. The scheme also helps the State and Union Territories to set up computer labs on a sustainable basis.

ICT Initiatives in Higher Education:

India has taken great initiatives in the areas of content delivery and further education through information and communication technology. For example, knowledge philosophy was launched in 2000 to broadcast educational programs for school children, university students and adults. Likewise, Jnana Vani was another important step which broadcast the programs given by organizations like IGNOU and IIT. Under the UGC Country-wide program, education programs are broadcast daily on the national channel of knowledge and television (DDI). E-Knowledge Base, which aims to conserve digital learning resources, is a knowledge repository started by IGNOU in 2005. About %%% of printed materials in IGNOU have been digitized and uploaded



to the repository. The in 3, is another join addition, the govern the potential of ICT approved the Nation on ICT is a centra Development and ap planned various acti Education Departme country.

Challenges of ICT

While we ar to evaluate the issu continues to show equity, better acc communication tec does technology in of colleges approv extremely weak. S trained and traine literacy is a major to the Internation (IAMAI) report t linguistic diversit applications. In c 1.86% where mo become more imp development of standardization, India, this standa Due to the ambi 'action plan'.

Conclusion:

Informat education, but v higher education from the spread support system education syste geographical co can be shared



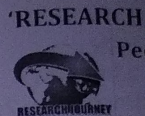
to the repository. The National Program for Technology Enhanced Learning (NPTEL), initiated in 3, is another joint venture between IIT and IISc that promotes technology education. In addition, the government launched the ambitious National Mission on Education through ICT for the potential of ICT across the length and breadth of the country. In 200 In, the government approved the National Mission on Education through ICT. The National Mission on Education on ICT is a centrally sponsored scheme submitted by the Ministry of Human Resource Development and approved by the Cabinet Committee on Finance (CCEA). The Mission has planned various activities for developing and standardizing digital content for the Indian Higher Education Department. The mission envisages the education needs of 500 million people in the country.

Challenges of ICT in Higher Education:

While we are honoring the role of ICT in the field of higher education, it is also important to evaluate the issues and potential of implementation issues. The literature on ICT in education continues to show that it can help improve India's higher education system by providing greater equity, better access and improved quality. There is growing fear that information and communication technology can move India towards becoming a knowledge society, but then does technology improve the quality of higher education in the country? According to a survey of colleges approved by the UGC in 2G, access to ICT systems in higher education institutions is extremely weak. Since the majority of Indians living in rural areas lack internet, they need to be trained and trained in basic computing skills and ICT usage. Moreover, low awareness of IT literacy is a major challenge in considering ICT implementation in higher education. According to the International Telecommunications Union; The Internet and Mobile Association of India (IAMAI) report that many government institutions do not have adequate IT systems. India's linguistic diversity requires the development of content in multiple languages to enhance ICT applications. In case of rural-urban distribution population as per census of 68.8484% and - 1.86% where most rural people do not speak English. Therefore, the need to develop content has become more important in all official languages of India. While there are many challenges in the development of vernacular content, especially due to the absence of script and font standardization, computing vernacular can be problematic. In multilingual countries such as India, this standardization has become more difficult. However, this needs immediate attention. Due to the ambitious ICT based initiatives in higher education, it is imperative to launch a clear 'action plan'.

Conclusion:

Information and communication technology has certainly made a huge difference in education, but we still have to reach the desired level of adoption of information technology in higher education. One of the major challenges is to make good use of the opportunities arising from the spread of ICT in the higher education system. However, it has become an indispensable support system for higher education as it will address some of the challenges facing the higher education system in the country. Moreover, it can provide education regardless of time and geographical constraints. Similarly, the widespread availability of course material in education can be shared through ICTs, which can provide good education. Technology can affect how



students are taught, but it will also enable the development of collaborative skills as well as knowledge creation skills.

- States will establish state of the art, appropriate, cost-effective and adequate ICT Enabling infrastructure in all secondary schools. Depending on the size of the school, the need for ICT programs and the possibility of time sharing, States will define optimal infrastructure in each school. No more than two students The computer will work at the access point at a given time. At least one printer, scanner, projector,
- Digital cameras, audio recorders and other devices will be part of the infrastructure. Each school will be equipped with at least 10 computer labs. Network Networking Computer access point to start with. Each laboratory will have a maximum of 20 points Access points include 40 students at a time. Total admission ratio To ensure optimum access to all, issues of the school population will be regularized Students and teachers.
- Schools will have specialized laboratories in composite schools, with appropriate hardware and software Providing secondary as well as upper secondary classes.
- In addition, at least one class will be equipped with appropriate audio-visual facilities Support ICT-enabled learning. Selected schools will be provided with appropriate hardware for satellite terminals In a progressive manner.
- Computer access points with internet connectivity will be provided to teachers in the library General room and school principal's office to meet the proposed goals of automation School management and professional development activities Physical facilities such as sufficient room, proper lighting and ventilation, durable And there will be a lot of furniture and hours of operation useful for space optimization Founded. Optional layouts and arrangements facilitate student interaction and Will be encouraged with the teacher.
- Adequate safety precautions and rules of use will be established. Each will be a laboratory Equipped with a portable fire extinguisher and students and teachers trained to use it. One Proper fire drill will also be implemented.
- Increasing the capacity of teachers will be the key to the widespread adoption of ICT enabled Practice in the school system. The capacity development program will be planned in phases. In The teacher's service training will include induction training and refresher courses.
- Regional training will be provided through regional education institutions NCERT 48, SCERT 49 or other such bodies and willpower of the Central and State Government Must be completed before the start of the academic year.
- Refresher Training will be given each year to enable teachers to share, learn and keep close The latest trends in the ICT based teaching learning process. There will be induction training After evaluation of teachers to ensure minimum efficiency is achieved. Getting started with ICT operational skills and early sensitivity through ICT enabled subjects Teaching skills, teachers will become part of online business groups (e.g. English teachers) Associations) to continue their education, pool and actively contribute to their resources Strength of domain specific knowledge in the country.

Reference:

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