ICT and Education

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ABSTRACT

The revolution and information and technology is resulted in a drastic change in every aspect ICT made ridiculous change in education specially in higher education from teaching to learning ,evaluation techniques from the admission to results at every stages ICT is playing very important role. Very traditional form of teaching and learning integrated with ICT the use of ICT in education analytical study of the role of ICT in higher education the study is based on primary as well as secondary data

I. INTRODUCTION

The study found that teachers and students are using always play ICT for teaching and learning process it is also helpful to the student for solving their doubts and gaining knowledge of current events and also providing global connectivity and competitive student will learn various required skills for employability through various online courses online courses which will beneficial and is helpful to increase their employment.

At the same there are many issues and challenges arises such as networking collaboration and industry for internship properly anything system make little difficult food so the role of ict in higher education development.

II. REVIEW OF LITERATURE

For the present research paper various online Research Articles published has been studied some of them are mentioned in review of literature.

Age and ICT-Related Behaviours of Higher Education Teachers in Nigeria by Philip OluJegede The study examined ICT attitude, competence, and use pattern of teacher educators. It also examined the effect of age of educators on time used in interacting with ICT.

Findings of this study revealed that age was not a factor when considering the attitudes, competence and use pattern of teacher educators. In addition, age was not found to affect the time used on ICT by higher education teachers in Nigeria.

This study concluded that age was not a factor considering ICT use, skills and time spent in designing curriculum in higher education in Nigeria. But it is only applicable to teachers educators. Age might be a factor in ICT related behaviour of other professionals or group of people.

ICT in Higher Education – A Study byA.R.NadiraBanu Kamal and A ThahiraBanu

The future trends of internet and multimedia will influence and change the traditional methods of teaching and learning and enlarge the sphere of dissemination of knowledge and information. The demand of computer technology in education and training has enhanced the ability of quality education in various educational organizations and training institutes. Educators strongly feel that ICT is the most valuable tool to overcome the problem of illiteracy. Academics are now being challenged by the rapidly growing new information technologies of multimedia, internet, WWW and other virtual computer technologies, which demands changes in the styles, attitudes and skill towards information handling. This paper presents the results of the study conducted on the impact of ICT for teaching learning process in   college and the assessment in using the developed CAI package by the students and faculty of the selected   colleges in Tamil Nadu.

Result of the study reveals that ICT was used in various facets of teaching and learning Computer literacy is a required module for every student of the college and it has been integrated into the curriculum for earning credits. Outsourcing has given students the facility of "Virtual Classrooms". Use of ICT - nature and purpose of use by the students ICT is used by all departments. Students are required to submit assignments online, use LCD/PPT for presentations at seminars and conferences, browse web sites for downloading materials for presentation and for class discussion. They also use e-mail to interact with all teaching members of the faculty who have e-mail ID of their own. Student projects are often prepared with the assistance of the Department of Computer Science.

Conclusions of this study includes many factors are bringing strong forces to bear on the adoption of ICTs in education and contemporary trends suggest we will soon see large scale changes in the way education was planned and delivered as a consequence of the opportunities and affordances of ICT. Conventional teaching has emphasized content. For many years course have been written around textbooks. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favouring 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. This paper has explored the likely changes we will see in education as ICT acts as a powerful agent to change many of the educational practices to which we have become accustomed.

A Review of Literature on Knowledge Management using ICT in Higher Education by Prof. Ms. Ulka Toro(Gulavani) Dr. Milind J. Joshi

The objective of this paper aims to survey the role of Knowledge Management (KM) using Information and Communication Technology (ICT) in higher education by conducting literature review and classification of articles from 2000 to 2012 in order to explore how KM technologies and applications have been developed in this period.

The technology to succeed in the usage of knowledge management in higher education, it is necessary that, the mind-set of people should change from my knowledge to our knowledge concluded by the researcher. It is also

concluded by the researcher that the requirement was proper cooperation, coordination and collaboration among the employees in the higher institution.

III. OBJECTIVE OF STUDY

For the purpose of present research paper following objectives are formed:
1) To analyse the overall effect of ICT in higher education
2) To evaluate the issues and challenges related to ICT from the Student point of view
3) To evaluate the issues related to ICT from teachers point of view
4) To suggest some remedies for effective use of ICT

IV. RESEARCH METHODOLOGY

The study is best on primary as well as secondary data sample of 100 students from the faculty of Arts , Commerce and Science and 20 teachers there given questionnaire based on the responses of the questionnaire data has been analysed and findings and conclusions are drawn.

Analysis and interpretation of data :
From the collected filled in questionnaire various tables have been prepared and from that interpretation has been drawn. On the basis of that overall effect of ICT on higher education from students and teachers point of view has been mentioned in findings of the study.

Overall Effect of ICT on higher education:
From the given questionnaire responses received from the respondents following table has been prepared.

Particulars	No. of responses %	
	Yes	No
Is it helpful for the teaching process	69	21
More interesting than offline classes	72	18
Can see reference material as and when required	75	25
Suitable for all types of students	55	45
Is it an interactive process	63	27
Any other		

When there is any natural or some personal problem of teacher as well as students ICT can be used to stop educational losses of the students.
It is very much helpful to teachers as well as students when students are not able to join the offline classes they can join the class in online mode so that there is not any educational loss of students will happen.
It has been stated from the table that maximum 75 % of students have givenYes responses to can see reference material as and when required.
72 % of students fill that it is more interesting than offline classes.
Teachers make records of all their teaching materials which will be useful for teachers as well as students.

It will help to students to learn as per their pace. They can see materials provided by teachers at any time anywhere which is very much helpful for them.

55 % of respondents fill that it is suitable for all types of students.

In any other column following has been stated by the respondents few of them is written as under:

- Those students who don't have internet facility they suffer in this mode of teaching.
- It is expensive for below average earning people.
- In urban and semi urban area there is problem in internet facility so ICT is not beneficial for them.
- Students are not much familiar to use ICT facility.

From the responses received from teachers about ICT

Particulars	Agree	Neutral	Not agree
Responses received in %			
Teachers are not so friendly with the use of ICT	39	10	51
Internet connectivity	35	15	50
Less interactionbetweenstudents	59	27	14
Class is not so lively as in physical classroom education	68	08	24
Training should be required to train students to use new ICT techniques	74	12	14
Teachers should always be available where ever they are	58	20	22
It affects on personal life of teacher	40	12	38

Maximum 74 % teacher respondents are for the training should be required to train the students to use new ICT techniques .

68% of the respondents are agree that for class is not lively as in physical classroom education. Followed by it 59 % teacher respondents agree that there is less students interaction.

51% of teacher respondents are not agree that teachers are not friendly with the use of ICT.

50 % responses have been recorded to reflect teachers' disagreement with the issues with internet connectivity.

Minimum 8% of the respondents are neutral about classroom is not so lively as in physical classroom education

Findings of the study :

a) **From students view:** From the above study it reveals that students are much more interested to use ICT in teaching. Following are the findings of this study

i. Internet connectivity is the major problem students facing in ICT

ii. It effectson students their mental and physical health.

iii. Eyes related problems are increased due to use of smartphone or technical devices all the time.

iv. Students are not focussed on teaching because there are so many things to distract them from teaching.

v. For overall development of students it is useful when ICT is used with the classroom teaching.

vi. It detract students from social interactions

vii. It foster students to do cheating because many resources are available online and teachers have not control over it so that it foster for cheating.

viii. Not all students have equal access

b) **From teachers view: From the present study following are findings from teacher's point of view:**

i.   It is difficult for teacher to maintain classroom decorum in online mode.

ii. Some of teachers are not so much techno savvy so that they are unable to use ICT in effective way.

iii. Training for teachers should be organised to make them familiar with the use of ICT

iv. ICT is helpful for teachers to organize teaching contents is advance.

v.   ICT improves quality of teaching

vi. The classroom management is out of control if ICTis used in teaching.

V. CONCLUSIONS

It is concluded from the above study that ICT is today's requirement there is need to solve teachers well as students problems in real time and make the best use of ICT in teaching, learning and evaluation. It is best that some part of regular classroom teaching should be done on ICT mode so that students as well as teachers are get habit to use it. Training is to be organised for teachers as well as for students to make them familiar about its uses.

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