Role of ICT as a Tool in Transforming Higher Education

Dr. Dattatraya Mukundrao More

Head and Assistant Professor of English, Ujwal Gramin Mahavidyalaya, Latur

Abstract:

Technology works like invisible hand for the educators, learners with customized modes, flexibility, recording, feedback etc. Technologies for information and communication (ICT) are now omnipresent in all facets of life. Almost all types of business and government have seen a major transformation in their practices and procedures over the last 20 years due to the usage of ICT. Though technology hasn't had the same influence as in other professions, ICT is starting to become more prevalent in education. A great education has historically been linked to capable instructors who have a high level of one-on-one interaction with students. Education is a profoundly social activity. The study aims to examine how ICT affect program offerings and delivery at future universities and colleges.

Keywords: ICT, Online Learning, Higher Education, Student-centered Learning, Transformation

1. Introduction:

Technology works like invisible hand for the educators, learners with customized modes, flexibility, recording, feedback etc. The conventional educational system has placed a strong emphasis on content. Textbooks have historically influenced how courses are created. To aid students in understanding and practicing the information, instructors have combined lectures, activities for learning, lessons, and demonstrations. In modern environments, curricula that promote performance and competency are desired. Curriculum are starting to pay less attention to the subject matter while placing greater attention on skills and how the material will be used (Suman et al., 2023).

The use of ICT in the classroom promotes more student-centered learning environments, which usually results in disagreements between the two groups of people. But as the world rapidly moves toward digital media and information, ICT is becoming more and more relevant in education, and this trend will only accelerate in the twenty-first century. This study highlights the many ways that ICT has impacted contemporary colleges and universities and suggests some potential areas for future research given how ICT has changed teaching and learning.

2. Significance of Study

Modern ICTs may powerfully assist in providing the world-class environments for competency- and performance-based courses that make intelligent use of the affordances of these technologies (Oliver, 2000). For a considerable amount of time, the instruments and assets available to instructors hindered their ability to execute these curricula; however, with the increasing usage of contemporary ICTs, many of these restrictions have been removed. Furthermore, new technologies will help these teaching strategies continue to progress. As both instructors and pupils have greater access to direct means of

International Journal of Technology, Management and Social Sciences (IJTMSS)
[ISSN: 2583-8482]
Volume 1_Issue 2 [April-June 2023]
www.ijtmss.org

communication, higher bandwidths, and sharing content, enabling these superior educational settings will get easier.

3. Objectives of Study:
- To examine the role of ICT in changing scenario of higher educational learning
- To study the competitive advantages offered by ICT for higher educational learners

4. The Impact of ICT on Students' Learning:

Technology is supporting changes in the way students' study just as much as it is affecting and supporting what is taught in colleges and universities. Transitions from teacher-centered to student-centered modes of delivery are linked to the shift from content-centered to competency-based curriculum (Jonassen & Reeve, 1996). These days, learning environments encourage students to be accountable for their own learning via the use of technology. Students have historically been rather used to studying via transmissive techniques. Pupils are taught to allow others to teach them the material that makes up the curriculum. Numerous learning methodologies used by instructors and students are evolving, and this trend is expected to continue as ICT becomes an increasingly important tool for education. The parts that follow discuss certain learning styles that are becoming more and more popular in colleges and institutions throughout the globe. Technology has the power to facilitate and assist the shift in education from one that is mostly teacher-directed to one that promotes more student-centered approaches. Today, this is demonstrated by the following:

- The spread of curricula that are capacity, competency, and results centered;
- The shift toward problem-based learning;
- The increased use of the Web as a source of knowledge, where users may select the experts they wish to learn from.

Innovation in this area is sparked by the usage of ICT in educational settings on its own. ICTs are instruments that promote and facilitate autonomous learning by nature. Since a growing number of students utilise technology as sources of knowledge and cognitive resources, students who use ICTs for learning become more involved in the process of learning. (Bhattacharya et al., 2023)

Automation is bound to have an increasing impact on how children learn. In the past, students have had limited options when it comes to the way that courses are taught at educational institutions. When it comes to how their programs are delivered, institutions tend to be rather staid and traditional, and students are usually compelled to accept what is given to them. ICT apps provide a plethora of possibilities, and by giving students a choice, many schools are now giving themselves a competitive advantage. These options include both the location and timing of the kids' education.

5. Learning at anywhere:

For many years, educational institutions have provided remote learning opportunities, and a great deal of research and development has gone into creating efficient protocols and practices for this type of off-campus instruction. But the use of technology has expanded the reach of this activity. While off-campus delivery was formerly an option for students who couldn't attend campuses, many more students may now choose to do so thanks to technology-enabled learning environments. The examples that follow illustrate the breadth and depth of this activity. Automation is bound to have an increasing impact on how children learn (Moore & Kearsley,1996)

Traditional classroom instruction has frequently been replaced with work-based learning environments where students may access modules, assignments, resources and programs from their place of employment. The benefits of providing education and training at the moment of need extend beyond convenience and encompass financial savings from reduced travel and work-related time lost, as well as the placement and implementation of learning activities in pertinent and significant settings (Olive, 2010). Many students now have the opportunity to enrol in courses given by foreign institutions instead of local ones thanks to the communications capabilities of current technology. Benefits from these chances include more course options and diverse class cohorts with students from a range of viewpoints, opinions, and practices.

The flexibility afforded by programs that are accessible from anywhere is also facilitating the delivery of courses and units from several universities. Today, there are a plethora of options available to students pursuing undergraduate degrees. For instance, they can study units toward a single degree at many distinct schools, which offers a great deal of diversity and flexibility in the programs they can choose from.

Figure 1: ICT for Higher Education

(Source: ALIET)

6. Learning at any time:

Learning is now an activity that is not limited to predetermined timeslots and timetables thanks to internet technology. When time permits, students are free to engage in educational activities, and this flexibility has significantly expanded the number of possibilities for many students to take part in formal programs. The vast array of learning-supporting technologies can offer asynchronous learning assistance, negating the need for in-person involvement while preserving the benefits of interaction and cooperation with other students. In concert with geographical flexibility, technology-facilitated educational programs also remove many of the temporal constraints that face learners with special needs (Moore & Kearsley 96). The opportunities encountered in terms of time and place will grow as long as ICTs are used in education in a sustained and expanded manner. The ICT proficiency of the lowest common denominator, or the pupils with the least access to ICT, frequently impedes advancements in learning alternatives. Students' access to ICT will grow along with these opportunities. Students are starting to appreciate the capability

to undertake education anywhere, anytime and anyplace. This flexibility has heightened the availability of just-in-time learning and provided learning opportunities for many more learners who previously were constrained by other commitments (Young 33)

7. Conclusion:

All of the discussion shows that examining the function of ICT in education as we go into the twenty-first century has been the goal of this research. The study specifically argues that, although ICTs have only had a little influence on educational practices to date, in the years to come, that impact will increase significantly and that ICT will become a powerful tool for changing a variety of educational practices.

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