

## Impact of technology in reform of higher education

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### Abstract

Today in modern world education plays an important role in the progress of an individual's mind and country. People are made aware of what is going on in the world and can understand these issues and take necessary measures, if they are educated. Education tames the astray mind, nurturing its capabilities the same way, training builds a clever dog. Education also play a key role in the development of society.

**Keywords:** technology, higher education, Education

### 1. Introduction

Education Webster defines education also as the process of educating or teaching (now that's really useful, isn't it?) 'Educate' is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. Education being one of the most important factors responsible to shape the personality of an individual has manifold functions. It is the potent source of material and human development. Quality is the most cherished goal in human endeavour and especially in the field of education. The right to education has been well recognized by the United Nations General Assembly (UNGA) under Article 26 of Universal Declaration of Human Rights (UNDHR) as:

- I. Everyone has the right to education. Education shall be free, at least in elementary and fundamental stages ....
- II. Education shall be directed to the full development of human personality and to the strengthening of respect of human rights and fundamental freedoms.
- III. Parents have a right to choose the kind of education that shall be given to their children. Education has now become a global concern. The world conference on 'Education For All' held in March, 1990 in Jomtien, Thailand adopted a declaration calling upon all member states and international agencies to take effective steps for achieving Elementary Education for All by the 2000. India was one of the participants to the declaration. The ultimate goal affirmed by the world declaration on 'Education For All' it to meet the basic needs of all children, youth, and adults.

### Educational System in India

India is enrolling more students in schools and colleges, the quality of education in the country remains poor. Most of the people who come to even IITs and IIIMs have to be from well-off families, where are the opportunities for the poor? Government is not using the funds appropriately. Our government has a good vision for future of India and is open

to technological innovations.

Several pilot studies being carried in India would bear fruits. India is a country which experiments a lot and I like it, but these experiments have to yield fruits, there are still schools and colleges functioning without any infrastructure.

World Bank has playing a big role played to help the education scenario in India; Bank has been supporting basic education in the country to augment the Right to Education (RTE). Its contribution is to bring knowledge and experience to help design education policy. In terms of monetary help, world bank only contributes a drop in the bucket," she said.

The report is one of its kind in India as no other survey has been done so far to identify the status of education across rural India, either by the government or a private entity. Dr Rukmini Banerji, in-charge of the Pratham survey, said, "It's how you look at the way forward. The last couple of years have seen a big decline and that is very worrying. We have spent many years getting our children into school, now it is time to see what we learn from them."

### Problem in system of education

Criticising the Right to Education Act (RTE), the report said it may have led to relaxation of classroom teachings since examinations and assessments are scrapped till a few classes. The HRD Minister, however, defended the RTE act saying the focus since the introduction of the act has been on capacity and on getting more children on school. The minister also said that the time has now come to focus on learning outcomes. He also said that relaxation of norms is not a factor that could have affected the quality of education, as aspiration levels in rural India are also going up and hence people would not neglect studies.

According to social scientist Yogendra Yadav, who was also a part of a council for the act, said it is unfair to blame the RTE act. He said there could be other factors like the issue of recruitment of teachers and their quality Receiving higher education, once the nearly exclusive domain of the wealthy and privileged, since independence has become the aspiration of almost every student completing high school. In the 1950-

51 school year, there were some 360,000 students enrolled in colleges and universities; by the 1990-91 school year, the number had risen to nearly 4 million, a more than tenfold increase in four decades. At that time, there were 177 universities and university-level institutions (more than six times the number at independence), some 500 teacher training colleges, and several thousand other colleges.

There are three kinds of colleges in India. The first type, government colleges, are found only in those states where private enterprise is weak or which were at one time controlled by princes the second kind are colleges managed by religious organizations and the private sector. Many of the latter institutions were founded after 1947 by wealthy business owners and politicians wishing to gain local fame and importance. Professional colleges comprise the third kind and consist mostly of medical, teacher-training, engineering, law, and agricultural colleges. More than 50 percent of them are sponsored and managed by the government. However, about 5 percent of these colleges are privately run without government grant support. They charge fees of ten to twelve times the amount of the government-run colleges. As the government tightened its support to higher education in the early 1990s, colleges and universities came under considerable financial stress.

The All-India Council of Technical Education is empowered to regulate the establishment of any new private professional colleges to limit their proliferation. State governments play a powerful role in the running of all but the national universities. Political considerations, if not outright political patronage, play a significant part in appointments. The state governor is usually the university chancellor, and the vice chancellor, who actually runs the institution, is usually a political appointee. Appointments are subject to political jockeying, and state governments have control over grants and other forms of recognition. Caste affiliation and regional background are recognized criteria for admission and appointments in many colleges. To offset the inequities implicit in such practices, a certain number of places are reserved for members of Scheduled Castes and Scheduled Tribes.

### **Demand of time for reformation of education**

The higher education sector in India cries out for reform. The public have flagged issues ranging from the politicisation of public institutions, a perceived lack of regulation of faculty and the desirability of creating knowledge as opposed to disseminating it. Some of these issues fall within the domain of governance; others under the ambit of regulation. As the institutions concerned vary in terms of scope and intent, it would make little sense to specify one governance structure and mechanism for all. However, there is only one regulatory body for India's universities, the University Grants Commission (UGC). This makes it relevant to make proposals that can be implemented via this body.

Actually, a form of regulation of the faculty does exist: college lecturers are required to teach for around 16 hours a week. This must amount to at least three times the global average. It is anybody's guess what the quality of these lectures is, given that young teachers have no time to prepare for them. Note that the suggestion of a cap on lecture hours is

not motivated out of sympathy for lecturers as much as out of the concern that this mode of content delivery encourages passive attendance by students. To address this concern, tutorials should be instituted to complement lectures. This is not just to ensure that students have a second chance to comprehend difficult ideas, but to encourage them to actually communicate what they have learnt. Spoon-feeding spells the death of imagination, leaving young Indians far behind in the global race to creativity.

The purpose of a university is the creation of knowledge. As Indians are generally Anglophone, they have immediate access to a very large body of knowledge, which is not the case with those located in some other parts of the global south. However, in the republic of knowledge, we are largely consumers rather than producers. This is related to our approach to knowledge creation.

### **What Should Do In Higher Education Sector Teaching**

In the current system of education, the shortage of opportunities for creativity for lecturers as well as students is consistent. Excessive use of textbooks and external examinations, to the exclusion of the method of education, is partially liable for this. Entire generations of teachers haven't noted any other system and changes within the present system will meet with resistance.

Training of teachers to target areas of learning that can be worked on, computer-aided teaching and technology led learning has to be there in major reforms. The Indian government and State Governments need to facilitate this method by bringing about rules for continuous teacher quality upgradation.

### **Research in education**

Research in India is basically an elitist idea. Analysis in the least levels ranging from the undergraduate level within the science and technology fields ought to be inspired. Even the infrastructure offered for analysis and development is poor and archaic.

The two extremes of postsecondary education, vocational and doctoral, are facing acute quantitative and qualitative challenges. At the qualitative front, there are serious concerns about the learning experiences and hence the outcomes are sub-par. Likewise, at the quantitative front it is difficult to attract the students to pursue programs at the two extreme—vocational or doctoral. While improving these two challenges, officials often neglect two important aspects. First, providing a policy framework that facilitates better fit of students with their career path and second, attracting and preparing faculty who can offer quality educational experience.

**Quality of education** A Higher education is considered to offer high quality education if it has good academic performance in examinations. This is the measure used by most governments in assessing higher education in quality. We assume that in order for this to happen, the higher education needs:

- Skilled, motivated and qualified teachers
- Pupil to teacher ratio within the higher education system for education should be 25:1

- Appropriate infrastructure – adequate school building, electricity, classrooms, basic amenities like drinking water, sanitation, connectivity.

### Effect of technology on education

Our exploration of digital transformation continues with a conversation about higher education. Colleges and universities face a combination of forces that require rethinking business model; re-considering relationships with constituencies such as faculty, students, and administrators; and understanding the rise of technology as an enabler of change.

With technology, educators, students and parents have a variety of learning tools at their fingertips. Here are some of the ways in which technology improves education over time:

- **Teachers can collaborate to share their ideas and resources online:** They can communicate with others across the world in an instant, meet the shortcomings of their work, refine it and provide their students with the best. This approach definitely enhances the practice of teaching.
- **Students can develop valuable research skills at a young age:** Technology gives students immediate access to an abundance of quality information which leads to learning at much quicker rates than before.
- **Students and teachers have access to an expanse of material:** There are plenty of resourceful, credible websites available on the Internet that both teachers and students can utilize. The Internet also provides a variety of knowledge and doesn't limit students to one person's opinion.
- **Online learning is now an equally credible option:** Face-to-face interaction is huge, especially in the younger years, but some students work better when they can go at their own pace. Online education is now accredited and has changed the way we view education

### Education with International Standard

It's not enough that we are putting more children into colleges and universities each year, we will have to bring them at par with international standard. World Bank expects India to have ambitions to compete with the best in the world. Though India has some good institutions like IITs and IIMs, they are not as tall as institutions like MIT and Leeds in terms of quality of education provided. Further our country has the resources to formulate an efficient education policy, inequality in distribution of resources remains a cause of concern.

### Conclusion

Evidence suggests that educational technologies can improve student achievement, so long as such tools are integrated thoughtfully into teaching and learning. When digital capabilities like, online environments are incorporated meaningfully into instruction, students have new opportunities to learn and achieve.

On the other hand colleges and universities should have to ensure that they have to give quality education to students and few steps like faculty exchange and faculty training program along with technology are need to taken.

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