



Development of information technology in higher education system

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Abstract

The purpose of this study is to examine the effects of information technologies on higher education system and conduct research in this regard. This study is comprised of two main parts in it. The first deals with the demographic characteristics of the university students who have been included in the study, and the second deals with the findings on the questionnaires completed by the students about the contribution of the information technologies and information on education and their interpretation thereof and review. New and emerging technologies challenge the traditional process of teaching and learning, and the way education is managed. Information technology, while an important area of study in its own right, is having a major impact across all curriculum areas. Easy worldwide communication provides instant access to a vast array of data, challenging assimilation and assessment skills.

Keywords: information technology, education, challenges, curriculum

Introduction

Traditionally, learning is considered as the student's activity directed towards expanding a set of problems he is able to solve through the acquisition and construction of knowledge, and refinement of skills. Teaching - activity directed towards the organization, support and control of learning activities at the student. It is typical for traditional forms of teaching to attach some roles to participants of learning situations. Main roles of participants of traditional learning situations are: student, teacher, expert, and author of learning material. Advocates of technology argue for using technology to improve students' literate efficiencies in the schools. They elucidate that computers and supporting technologies have any number of uses in the literacy instructions. These are generally five types:

Information technologies are used in order to put into action the power of knowledge. All technologies used for gathering, processing, storing, and transferring of information by means of networks from one place to another, and offering them to the users, to include communication and computer technologies are called information and communication technologies. There have been dazzling developments in information technologies in the last quarter of a century. Just as the machines were important for the industrial society, computer technology is just as import for the information society.

Review of Literature

Davis *et al.* (1994) reported that a guiding principle in the integration of information technology in the education system should be evidence based policy formulation. it has been acknowledged that "whichever part of the public sector one is concerned with, one observation is clear the current state of research based knowledge insufficient to inform many areas of policy and practice saeed rightly noted that in Pakistan, it is becoming necessary.

Fin, (2003) said that information technology can be categorized into vertical, infrastructural, and horizontal policies. Sectorial needs are satisfied by a vertical ICT

policy such as education, health and tourism. Development of national infrastructure is deal by the infrastructure aspect and this has linked with telecommunication.

Bates, (1995) addresses the issue of it usage in his study and claims the campus based activities and private sector training markets have been the largest users of it tools and applications, and that the education sector has incorporated the internet use for many years.

Cuban (1995) states that professors and students at the university level have grown comfortable with e-mail and Web pages, but less than 10 percent of faculty use these technologies for teaching. However, even those instructors who embrace technology still find barriers that inhibit its use in the classroom.

Research Methodology

Data were collected from various magazines, articles, reviewed books, newspapers and social media reports.

Objective of the study

- To study socio economic factors of the respondents
- To find out the satisfaction level of information technology

Limitation of the study

- There are only limited number of universities in India which generates the capabilities.
- The study is based on the information supplied and inference that is made from the views and opinions of different consumers

Analysis and interpretation

Data analysis and interpretation is the process of assigning meaning to the collected information and determining the conclusions, significance and implications of the findings. This data often takes the form of records of group discussions and interviews, but is not limited to this, through processes of revisiting and immersion in the data, and through complex activities of structuring, reframing and

exploring it, the researcher looks for patterns and insights relevant to the key research issues and uses these to address the clients brief.

Age

Table 1

S. No.	Age	No. of. respondents	Percentage (%)
1.	Below 18	60	30
2.	18-25	74	37
3.	26-35	56	28
4.	Above 35	10	5
	total	200	100

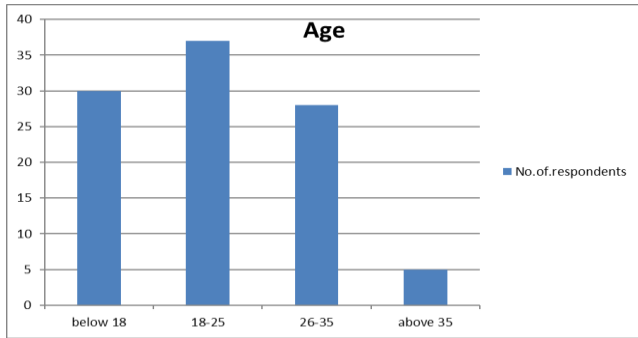


Fig 1

The above table 1 and figure 1 reveals that the 30% of the respondents are below 18 age, 37% are between the age group of 18-25, 28% of them are 26-35 group and only 5% of them are under above 35 age group out of 200 respondents. Most of the respondents fall in the group of 18-25 which is the 37% of all and the lowest is the above 35.

Gender

Table 2

S. No.	Age	No. of. Respondents	Percentage (%)
1.	Male	122	61
2.	Female	78	39
	total	200	100

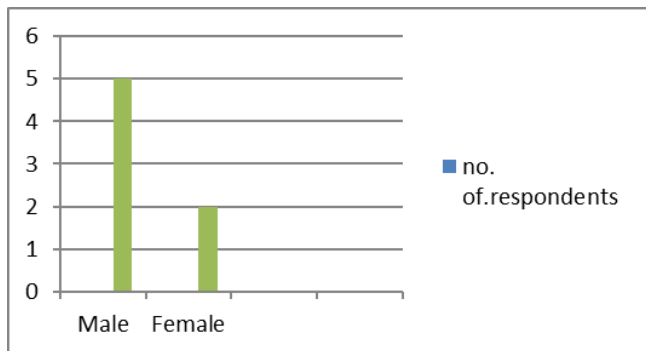


Fig 2

The above table 2 and figure 2 reveals that the 61% of the respondents are male and 39% of them are female out of 200 respondents. Most of the respondents fall in the male group which is the 61% of all and the rest in the female group with 39%.

Information technology developed in your city

Table 3

S. No.	Information technology developed in your city	No. of. respondents	Percentage (%)
1.	Very fastly	64	32
2.	Very slowly	78	39
3.	Very rapidly	58	29
	total	200	100

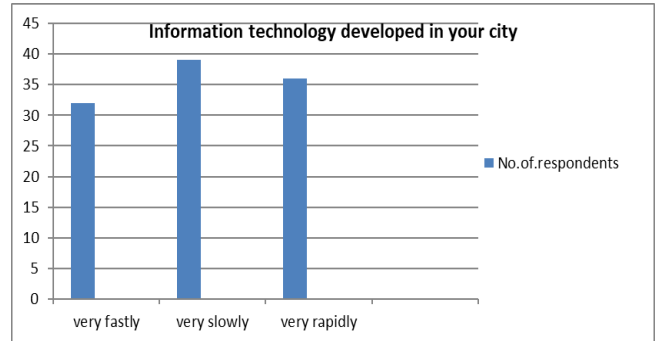


Fig 3

The above table 3 and figure 3 reveals that 32% of respondents use information technology when it comes to very fastly, 39% of them use both, and 29% of them use very slowly out of 200 respondents. The above table and chart shows that most of the respondents are likely to use both of the technology with 39% and the least are the technology with 29% but there is only a little difference between them.

Findings and suggestions

Findings

1. Most of the respondents are facing other problems about 20%.
2. Most of the respondents are saying other about solving the problem about 7.5%.
3. Most of the respondents have rated the technology by average about 32%.
4. Most of the respondents are satisfied with the technology they use about 37%

Suggestions

1. The technology should be developed against all the higher education system and there should be a correct guidance of the information technology
2. There technology must reach the students very fastly and it should reach the students and the students should be must attracted towards the information technology
3. Some students are should use the information technology and if they are using the technology it is benefitable to the students.
4. So the technology should be also cost effective to be using among the students and it gives an great opening among the students.

Conclusion

It is concluded that information technology is very important now a days almost in every field of life and it

plays a vital role in the education sector. without proper use of information technology in educational field, country will remain underdeveloped until it does not stop to adopt the information technology techniques to promote its education sector. In today's world education needs modern, moderate and simple technologies in order to meet its need for its arrival and correct use.

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