Volume : 3 | Issue : 2 | Feb 2014 • ISSN No 2277 - 8160

Research Paper Education

Transforming Educational Institution in Knowledge Society

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ABSTRACT

We as a nation have to move forward. This cannot happen unless we invest in knowledge. Education is the only way forward. Technology is the new solution to all problems. Undoubtedly, Information and Communication Technology (ICT) is potentially a useful tool for reforming education. Today, the use of ICT in education extends beyond equipping classrooms with Computers and an Internet Connection. The paper advocates the use of ICT in educational institutions as it can play an important role in supporting education reform and transformation.

KEYWORDS : Demographic Dividend, Education Reforms, Globalisation, Information and Communication Technology, Quality Assurance

Introduction

Education sector is 7 times and even travel and tourism sector is 6 times bigger than IT & Software Business which is over emphasized. Paradox is that India has 300 Million unemployed people; they have no skill-sets whereas employers face huge shortage of skilled manpower. Purchasing power parity of about 16 times with respect to developed nations is window of opportunity to India**. (Khanna, 2010)**

In our country traditional knowledge is not respected unlike China and other European nations though we have one of the oldest systems of acquiring knowledge. We are following the western policy in the field of higher education particularly that of USA, whereas we have different culture and requirement in India.

Education is

- Acquiring knowledge,
- Formation of character and
- Development of Social Traits. So, we can say it is.
    - Life building.
    - Man - making and
    - Character making.

Education should lead to nationalism and broader internationalism.

Impact of Globalisation on Indian Education

It is true that globalization has given us the thousands of in subject to economy but it is one side of the coin, the other is more worse. Over the last two decades of the 20th century, developing countries have adopted the globalization and liberalism as the medium to strengthen their poor economic condition and to increase the foreign investment. This worldwide change brought social and cultural calamity in India. Globalization brought social, cultural, political, economical and ethical changes. The worst effect was on the Indian culture, the transition being from traditional to modern, national to global, old to new. During the period of globalization ways and means of communication will be advanced enough to enable people to live as a "global parivar".

The current globalization of higher education creates both challenges and opportunities. The relationship between universities education and globalization gives special attention. Education will be the answer to many problems raised by globalisation. Educational goals are seen to be an area of great concern in the era of globalization. It is here that universities play a crucially important role, to create better society. It is impossible to ignore the global; universities need to reflect on the impact of globalization. They must engage with the issues of globalization, both theoretically as analysts and researchers, and practically as academic workers involved in an increasingly globalised enterprise.

Need to Assure Quality

India is the 3rd largest higher education system in the world. But, we are in a very pathetic situation when it comes to quality of higher education. Not even one institution could be counted among the top 200 in the world. Setting up NAAC in 1994 was a pioneering effort. NAAC did its home work well and updated the process based on feedback, among others. The picture after 18 years is poor coverage. Not even 20 per cent of the colleges have volunteered for accreditation as it has been made optional. Major universities and colleges have virtually ignored external scientific assessment. Quality and relevance of higher education has suffered as a consequence. It is a matter of concern that not even 15 percent of accredited colleges are with A-Grade. With global institutional and students mobility, there is need to assure quality of curriculum and research. To day a lot of money is wasted on mediocre and nonviable institutions. Intuitional and Programme Accreditation have to be made mandatory to ensure accountability. Accreditation could be further strengthened with periodic academic and administrative audit.

Education Reforms

Education reform can broadly be construed to mean the change in any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education reform is the change in the process by which society deliberately transmits and develops its accumulated knowledge, skills, and values from one generation to another. Modern education reform are increasingly driven by a growing understanding of what works in education and how to go about successfully improving teaching and learning in schools. Any major change in an education system can be, and often is, called reform. But here the term is used to refer to major curriculum revisions, shifts in pedagogy, or assessment changes. ICT can play a particularly important role in supporting education reform and transformation.

ICT Supporting Education Reform and Transformation

The technology of education has become increasingly sophisticated. Computers are spreading rapidly in schools, colleges and universities, not just in wealthy countries, but increasingly in developing ones as well. The use of ICTs in education extends beyond equipping classrooms with computers and an Internet connection. Those schools and universities that have implemented IC1 primarily use these technologies to fulfill three objectives:

- Enhancing network Opportunities: ICTs helps connect schools to other schools, colleges to other colleges and universities to other universities, that too not just at the national level but international level as well as well as individuals within those schools to one another.
- Provision for Distance Learning: With the advent of ICTs, learning has become Web-based. As a result, ICTs have started to replace correspondence schools. Internet has become the hub of all educational activity - right from filling forms to pursuing online degrees.
- Supplementing pen-paper Learning: One of the most common uses of IC1 in education involves students using software programs such as Microsoft Word to produce otherwise traditional written assignments and projects.

Major Initiatives and Policy for Introducing ICTs in Higher Education:

- Indira Gandhi National Open University (IGNOU) uses radio, television, and Internet Technologies.
- National Programme on Technology Enhanced Learning: a concept similar to the open courseware initiative of MIT. It uses Internet and television technologies.
- Eklavya initiative: Uses Internet and television to promote distance learning.
- IIT-Kanpur has developed Brihaspati, an open source e-learning platform.
- Premier institutions like IIM-Calcutta have entered into a strategic alliance with NIIT for providing programmes through virtual classrooms.
- Jadavpur University is using a mobile-learning centre.
- IIT-Bombay has started the program of CDEEP (Centre for Distance Engineering Education Program) as emulated classroom interaction through the use of real time interactive satellite technology.
- One Laptop Per Child (OLPC) programe in Maharashtra (One Laptop Per Child, 2007).

The objectives of National mission on education through ICT expected to lead to various important steps in planning and implementation as follows:

- Generation of quality e-content, questions bank as modules-based learning.
- Development of interface modules for physically challenged learners.
- Facility of Geographical Information System (GIS) for planning up to the village level.
- Efficient and effective knowledge transfer to learner with proper interaction
- Voice Over Internet Protocol (VOIP) supported communication between learner and teacher
- Enterprise Resource Planning (ERP) and e-governance for education, coordination & synergy for implementation of the policies, setting up virtual laboratories and support for creation of virtual technical universities.
- Performance optimization of e-resources.

Our Demographic Dividend

If we look at the world in 2050, the scenario is that India by 2050 will be the most populated country in the world. That is frightening but that is the reality. There is a demographic decline in almost all of Europe, Japan, Australia, and Canada. It may seem quite un – comprehensible that Quebec has recently passed a law that anybody who comes to do post graduation in Quebec can get citizenship. It is economics. They don't have the workforce. We have the workforce and we can supply that workforce not just for our own national needs but supply it for the global community as well. Therefore, this is a great opportunity for us. Foreign investors are interested in investing in vocational education in India because they are very keen to get the workforce that they don't have. We should avail the benefits of our demographic dividend.

Conclusion

In conclusion, it must be emphasized that achieving excellence in education and bringing about changes in continuing education programmes would require discipline, sacrifice and enhanced resources. It also calls for courage and determination to be different, and to seize control of direction and destiny. Technology is the new solution to all problems. It will only make our lives easier. Undoubtedly, Information and Communication Technology usually called ICT is potentially a useful tool for reforming education and transforming educational institution in knowledge society.

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