

ICT Intervention for Quality Education

¹Dr. Sachin Kumar, ²Deepshikha Saxena

^{1,2}Institute of Education & Research, Mangalayatan University, Beswan, Aligarh, UP, India

Abstract

Quality education assurance from any university system is built by three pillars – faculty infrastructure, and curricula. The most important of which is the quality of faculty and its continued competence updation. Similarly, the quality of an education system has usually been defined by the performance of its students and graduates – the output. In practice, inputs into teaching are generally easier to measure than output, so quality has been gauged by inputs. It is however better to measure quality from both input and output. Quality education is therefore the education that enhances cognitive achievement, prepare students to become responsible citizen attitude and values relevant to modern society and accommodates modern market oriented skills to traditional home made values and need. To provide quality education there should be a dynamic equilibrium, which bring knowledge and skills to the education aspirant to equip themselves to meet global needs and challenges. Nowadays, education sector especially offering distance education encounters quite a good number of constraints affecting quality education. So there is an urgency to focus on quality and relevance of distance education.

I. Changing Perspective of Education

The teacher is like a gardener who tends to the flowers (Students), prunes and shapes them into marketable products. In a relatively static society, where the technologies and market are stable for sufficient periods of time, the gardener metaphor was a valid one. But in a rapidly changing society, the teacher and student are both explorers. The skills sets required are a solid grounding in basic skills that provide the capabilities to adopt to change. The teacher then is more like the leader of an expedition who ensures that students are trained in basic climbing skills and handling equipment. The teacher and students are then partners in learning process.

II. Certain Parameters for Quality Education

1. Educational reforms and ability to adopt a sincere work culture.
2. Recruitment of teaching position strictly on merit by open competition on all India basis.
3. Orientation programme is must for the newly recruited teachers, so that he / she can get exposed to field of educational technology.
4. Creation of innovation to develop enterprising minds among students
5. Keeping institution free from political interference.
6. Job oriented curricula that focus on academics and experimental.
7. Effective institutional management and alumni relations.
8. Creating and offering faculties to faculty exchange programme.
9. Networking with other universities, sharing of resources and expertise.
10. The administration of the universities should be from academic streams as far as possible.

III. Quality Assessment in Higher Education

There are five different levels at which the issue of the quality in dealt with.

1. At the national level, University Grants Commission is responsible for the co-ordination and maintenance of standards of higher education.
2. At the institutional level colleges and the university departments make attempts to deliver quality education. There is an arrangement for the performance evaluation to teachers in the institutions.
3. At the provincial level, the state Government needs to monitor the quality through the process of accountability of the university to the state Government.
4. It is the responsibility of affiliating university to assure the quality of education in colleges and post – graduate departments of the university.
5. For various technical and professional disciplines various Professional Councils have been entrusted with the responsibility to maintain standards of higher education.

IV. National Assessment and Accreditation Council

Impact of (National Assessment and Accreditation Council) NAAC

1. Generated more interest and concerns about Quality Assurance among the stake holders of Higher Education.
2. Created better understanding of Quality Assurance among Higher Education Institutions.
3. Triggered Quality Assurance activities in many of the Higher Education Institutions.
4. Helped in creation of institutional database of the accredited institutions of Higher Education.
5. Helped other funding and regulatory agencies to take some of their decisions based on the assessment outcomes.

NAAC has identified the following seven criteria to serve as the basis of assessment procedures:

1. Curricular Aspects.
2. Teaching- learning and Evaluation.
3. Research, Consultancy and Extension.
4. Infrastructure and Learning Resources.
5. Student Support and Progression.
6. Governance and Leadership.
7. Innovative practice.

V. Principles of Best Practices in Higher Education

There are seven principles of best practices in higher education namely

1. They encourage contact between students and faculty: through communication technology –ICT.
2. They develop reciprocity and cooperation among students : as no. 1 with colleagues – collaborating learning.
3. They use active learning techniques: tools and resources, time delayed exchange, real time conversation.
4. They give prompt feedback; email, performances, critical observations.
5. They emphasize task on time: attractive / motivating efficient

distance learning – busy schedule, access to learning opportunities.

6. They communicate high expectations : real life problems – set challenges, publishing.
7. They respect diverse talent and ways of learning can be enhanced with technology.

Hence, best practice in higher education requires incorporation of technology.

VI. The Use of ICT On and Off Campus Education Learning

Information and Communication Technology are useful in education and learning especially for overall costs and improving quality of the learning experiences both on and off campus . As of now ubiquitous availability of new ICTs such as smart cell phones and Internet connected tablet computers even in rural area is major paradigm shift. Yet, many of these Institutions especially in the south have found it difficult to leverage ICTs in their activities. These Institutions are finding it difficult to invest in necessary infrastructure, software, hardware, skills connectivity and content and use ICTs to cater to learners who are not or can not attend on campus and access potential learning opportunities. This failure to use ICTs primarily because of lack of policy support and investment from the state, preempts the wider role of education institutions in enabling rapid development of knowledge based activities especially by the youth and women engaged in vocations. The state now has additional cross-sectorial role across its urban and rural development and telecommunications sector and for in which it may not have the necessary experience and wherewithal to execute.

VII. Conclusion

A number of measures have been taken for quality improvement in higher education which includes the development of infrastructure, curriculum, human resources, research and extension and establishment of centers excellence, interdisciplinary and inter institutional centers. Beside regulatory measures have also been taken to bring out structural reformation to ensure quality in higher education. In spite of all all these efforts, the Indian higher education could not climb the quality ladder in totally so far. This situation is not for want of any recommendations or policy decisions. Notwithstanding the fact that quality is always relative in nature and there is always a scope for its improvement if we have positive thinking and proper spirit . Our positive energies now could have been speared for some other issues have to achieve quality. Discipline and continuous practice of teaching and research has received consideration among academics and policy makers. This needs to engrave confidence in our teaching, research and extension for the generation of new knowledge of technology in higher education.

References

- [1] Arya P.P., "Higher Education and Global Challenges . System and Opportunities", Deep and Deep Publication pvt. New Delhi, 2006.
- [2] Achary, Sharma, Ram, Shree, Pt, Shiksha Evaw Vidya, Vagyamaya, Akhand Jyoti Sansthan, Mathura.
- [3] S.V. Shah, "The policy and Programmes of life long learning in India.
- [4] Mandal S., "Life long learning in Indian higher education", 2014.

- [5] Rao, D.B., "Education for 21th Century", Discovery Publishing House, New Delhi, 1997.