RESEARCH ARTICLE

MODERNISING EDUCATION SYSTEM THROUGH TECHNOLOGY IN INDIA.

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Manuscript Info	*Abstract*
	Today quality has become the defining element of education in the 21st Century in the context of new social realities. The information communication revolution, the knowledge economy, and globalization are greatly influencing the "next society", to borrow the expression of Peter Drucker, that has emerged. This networked complex and competitive society places a great premium on education for development. The Millennium Development Goals of the United Nations (MDGs, 2002) consider knowledge as the prime mover of development in the new millennium. How to provide quality education to large numbers at affordable costs is the primary concern of developing countries. Quality, as all of us are aware, makes education as much socially relevant as it is personally indispensable to the individual. In this sense quality becomes the defining element of education. In this context quality and excellence should be the vision of every higher education institution. Acquisition of quality and excellence is the great challenge faced by all higher education institutions.

The right to education is not only the right to access education but also the right to receive an education of good quality. Education must be available and accessible but also acceptable and adaptable. Quality education is a **dynamic concept**. It evolves with time and is subject to social, economic and environmental conditions. However, international human rights law provides a general legal framework that guarantees quality education.

Article 26 of the Universal Declaration of Human Rights - and the main treaties that guarantee the right to education – have defined the **aims of education** which impact on the **content** of education, **teaching and learning processes and materials**, the **learning environment** and **learning outcomes.**

Higher education and Global education standards:-

Higher education in India does not match with the global Quality standards. Hence, there is enough justification for an increased assessment of the Quality of the country's educational institutions. Traditionally, these institutions assumed that Quality could be determined by their internal resources, viz., faculty with an impressive set of degrees and experience detailed at the end of the institute's admission brochure, number of books and journals in the library, an ultra-modern campus, and size of the endowment, etc., or by its definable and assessable outputs, viz., efficient use of resources, producing uniquely educated, highly satisfied and employable graduates. This view of determining Quality in higher education, popularly termed as the "value-addition" approach, does not measure the competencies students develop through the courses offered. The competencies are recall, understanding, and problem solving. "Recall" amounts to a competency of gaining knowledge by way of reading, viewing, listening, assimilating, and demonstrating it when required. "Understanding" is comprehension, which requires explanations and vocabulary development, and demonstrating it by giving ideas, predict, and evaluate cause and effect. The competency of "problem solving" can be developed by solving text-book type of problems and the expertise so developed can be used in handling real-life situations. The students should understand and accept these concepts, and the level of competency they are expected to attain should also be defined in consultation with them.

Quality Teaching Initiatives:-

Quality teaching initiatives are very diverse both in nature and in function. Some of these initiatives are undertaken at teachers' level, others at departmental, institutional or country level. Some quality initiatives aim to improve pedagogical methods while others address the global environment of student learning. Some are top-down process, other induce grass-root changes. The most currently used quality initiatives seem to aim to enhance teamwork between teachers, goal-setting and course plans. However scholars have developed holistic theoretical models of how quality teaching initiatives should unfold. Gathering information and reading the literature – looking outside the classroom – are important tools to improve quality teaching, but they are still under-employed. Another important point to keep in mind is that in order for student learning to be enhanced, the focus of quality teaching initiatives should not always be on the teacher. Rather it should encompass the whole institution and the learning environment. One of the major drivers for enhancement of quality teaching concerns teachers' leadership – most quality teaching initiatives are actually launched by teachers. However the role of the department, of the educational support divisions and that of the central university – which can make quality culture part of its mission statement – are central.

Significant Aspects for Enhancing Quality in Higher Education:-

Motivation:-

Motivation - external and internal is a key to quality enhancement in higher – education. Without motivation there is no change, no learning no actions. The real fact is that without motivation there are no results. According to Bergson in creative evaluation, "To exist is to change, to change is to mature and to mature is to go creating oneself endlessly. So learners should be motivated in their vision, mission to transform their dreams in reality. They should be constant focus on a particular college goal. Teachers must build a college climate that encourages performance. They should find out motivational factors and should put it into the practice.

ParticipationStudent's for quality enhancement:-

The involvement of students in quality process is the most needed to achieve effectiveness in quality education. Students' participation in establishment of correct eternal values in their personal life is necessary to provide quality education. According to Kural it is necessary to identify values on the part of the universities and institutions of higher education. Swami Vivekanand 'We hear' 'Be Good' and 'Be Good' taught all over the world. But talking will not help to achieve the goal, morality or other things. But organizations should do needful treatment and requirements related this.

Role of faculty:-

Faculty is viewed as a commodity, employed on the basis of perceived needs of the institute. Though they form the institute's true competitive edge, teachers have very little autonomy, are generally passive contributors, and do nothing beyond what they are told. Every faculty is a process manager, provides students with opportunities for personal growth and presides over the transformation of inputs to outputs of greater value to the institute and to the ultimate customer. Students enjoy and take pride through learning and accomplishment, and hence they are active contributors in the process, and are valued for their creativity and intelligence. Teachers work 'in' a system, whereas the Head of an institute works 'on' the system and continuously improves the Quality with the help of teachers. Students study and learn 'in' a system, and the teachers have to continuously work 'on' the system to improve the teaching Quality with the help of students. Quality education is what makes learning a pleasure. Some measures of student's performance may be increased by competitions for grades, or by prizes, but such learning would be unhealthy. It takes a Quality experience to create an independent learner. Teachers must discuss with the students of what constitutes a Quality experience for them. The objective of Quality management is to continuously seek a better way of imparting education to the students. Everyone in the system is expected, invited, and trained to participate in the improvement process, rather than just dictated from the top administration.

Traditional Methods of Teaching:-

In the pre technology education context, the teacher is the sender or the source, the educational material is the information and the student is the receiver of the information. In terms of delivery medium, the educator can deliver the message via the „chalk –and-talk" method and overhead project transparencies. Chalk and talk method is till date a popular technique and it has been used for decades as an educational strategy in all institutions of learning. Basically the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teacher delivers the lecture content and the students listen

to the lecture. Thus the learning mode tends to be passive and the learners play little part in their learning process. In such a lecture students assume purely passive role and their concentration fades off after 15-20 minutes.

Modern Methods of Teaching through Technology:-
The use of Information and Communication Technologies (ICTs) has helped to expand access to education, strengthening the relevance of education to the increasingly digital workplace, thereby raising educational quality, making teaching & learning into an engaging, active process connected with real life. Nevertheless, the 21st century has already welcomed such ICT tools that may cover up the maximum of the time, space and activities in the classroom.Besides, ICT can also improve learning outcomes. By incorporating ICT in education changes can be introduced in both teaching-learning methods and in content. Students can enjoy learning actively, such as by bringing the outside world into the classrooms, or by interacting with peers, experts and others. Furthermore, the student will have the opportunity to learn different skills. Information and Communication technology can motivate and engage students in ways not previously possible in new dimensions in: exploring and experimenting, thinking and working creatively, reflecting and planning, and creating new learning possibilities, and ultimately achieving excellence. Use of ICT can transform learning. ICT can not only make teaching and learning more effective and efficient but can also create new learning environment and extend the depth and nature of learning.

ICT aids in active learning. Active use of it in various activities helps learners learn as they do and, whenever appropriate, work on real life situations, making learning less abstract and more relevant. In this way, in contrast to memorization-based learning, ICT-enhanced learning promotes increased learner engagement. ICT also aids in collaborative learning. ICT-supported learning encourages interaction and co-operation among students, teachers, and experts regardless of where they are. Apart from modeling real-world interactions, ICT-supported learning provides learners the opportunity to work with people from different cultures, thereby helping to enhance learners" teaming and communicative skills as well as their global awareness. Hence a paradigm shift from ''Chalk and Talk" method to Information and Communication technology should be the prime concern of all the educational institutions to enhance the quality of teaching learning process in order to compete with the world.

Information Technology:-
It is also an effective tool for quality enhancement in higher education. The recent development in information technology have accelerated the process of global integration. The human society had already seen transitions in the past. From tribal to agrarian society and the other from agrarian to industrial society. But the third transformation has began in nineties with extensive use of information based communication which accelerated growth and development of Intimation Technology. The on going convergence of communication technologies, integrating computation, tele communication and broad casting is rapidly changing the whole array of process and requirements of the society.

Issues at system level:-
There is still not much of a realization that the development and management of an educational institution needs professional preparation and approach. We have developed a large system of higher education including professional education. Unfortunately, institutions have been established more often on the basis of ad hoc decisions rather than on the basis of systematic plan and design. There is widespread criticism against higher education. Political leaders, administrators, parents, students and even teachers criticize it very strongly. Strangely every one vies with the other in condemning it, while no one seems to own the responsibility. This much maligned higher education system keeps on expanding in India. We have been establishing in the country on an average two new colleges every three days and nearly 5 to 6 new universities every year. This development was not based on any national design or state plan. The expansion is not adequately supported in terms of funds. The UGC has not been consulted in advance. Its concurrence and contribution have always been sought after establishing the institutions. Even the Universities which have to give affiliation to the new colleges are approached only for affiliation but not for any advice on the wisdom of establishing these institutions.

Suggestions &Conclusion:-
E-learning, computerized LCD learning, on line learning & Internet learning all these modern medias of teaching – learning don't solve the real life problems fruitfulness of knowledge. Many other options are possible, particularly quality enhancement in the higher education. This is not only the work of a one hand or one mind. It is the collective effort which increase the quality in higher education. The teachers, the members of managements, the participation of students', the participation of educationalist, the participation of experts of information technology, infrastructure

all these elements should be collectivity involved in the process of enhancing qualitative higher education. This collaborative task is not impossible. A number of nations of the world have performed experimental researches and achieve the goal of qualitative systems of Higher Education India is also hopeful because our nations is not behind applying new strategy, in use of IT and experimental research. For modern use of IT, all the teachers must be able to handle the tools efficiently, then they will be able to interact with the students. In colleges most of the teachers are not trained so the IT tools become useless.Policy makers in education have an important responsibility of creating an enabling policy framework for effective functioning of the institutions. The Management should ensure proper infrastructure and effective governance systems. Teachers have a critical role in building competencies of learners through best pedagogic practices. Finally, students, for whom the whole system is designed, should desire and demand the best.

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