

COMPETENCY DEVELOPMENT AND QUALITY ENHANCEMENT THROUGH ICT- A COMPARATIVE STUDY ON SELECTED GOVERNMENT AND PRIVATE MANAGEMENT INSTITUTES IN KARNATAKA

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ABSTRACT

The use of ICT in education has been proved to be a key milestone in improving the learning process in different levels of education. To tap this opportunity, the government of Karnataka has implemented several projects aimed at introducing and using ICT in different levels of education. The introduction of ICTs in the higher education dealing with key issues of access, equity, management, efficiency and quality. There have been similar initiatives in the private institutions as well. However, such initiatives have been facing different challenges particularly on the competency development and quality enhancement of using ICT for education. Thus, this study seeks to understand ICT usage readiness between government and private management institutes.

Keywords: information and communication technology (ICT), private and government management institutes, Quality of education.

INTRODUCTION:

The introduction chapter of the study basically focuses on management education system in India as well as in the world. It also presents the facts and the figures to explain the recent trends in the management education in India as well as in the world. The chapter also deals with the changes taking place over a period of time in management education across the world.

In the recent economic conditions all over the globe- "Management" as a field of education and course has acquired new different dimensions. Management is an emerging and the exciting field which is having a greater impact on the business operations and functions of management of various corporates. The field of Management and management is truly dynamic in nature. New method and models are regularly being introduced into the management education in order to improve the efficiency, quality, productivity as well as the effectiveness of any

organization. All the corporate houses and their departments does use the Management techniques, methodologies to resolve the various problems that might arise in the business and also to make the strategies for the offensive and defensive purposes for the long run survival of the organization in the competitive world.

Management education growth: Management education has seen a great growth in the last couple of decades witnessing a positive growth. The first and the foremost management education program were established in 1954 by the Indian Institute of Social Welfare and Business Management (IISWBM) Calcutta. There were around 140 B-Schools in 1986 which was progressed to 800 plus B-Schools in 2001 and 2000 B-Schools in 2008. As of today it is estimated that there are more than 4000 B-Schools in India.

Role of ICT in Education:

Information Communication Technologies are the power that has changed many aspects of the lives. The impact of the ICT on each sector of the life across the past two-three decades has been enormous. The way these fields act today is different as compare to their pasts. Across the past twenty years the use of ICT has basically changed all forms of endeavour within business, governance and off-course education. ICT has begun to have a presence but unfortunately we are lacking to achieve desired impact. The education is a socially oriented activity. It plays vital role in building the society. The quality education traditionally is associated with strong teachers having high degrees. Using ICTs in education it moved to more student –centered learning. As world is moving rapidly towards digital information, the role of ICTs in education becoming more and more important and this importance will continue to grow and develop in 21st century.

The higher education system is categorized as follows:

- a) **Universities:** These are established by an Act of Parliament or State Legislature and are of unitary or affiliating type. There are Central Universities and State Universities respectively.
- b) **Deemed to be Universities:** These institutions are given deemed to be university status by the Central Government on the recommendation of the UGC in terms of Section 3 of the UGC Act. Some of these institutions offer advanced level courses in a particular field or specialization while others award general degrees.
- c) **Private Universities:** These are established by various State Governments through their own legislation.
- d) **Institutes of National Importance:** These Institutes are declared as such by the Government of India by an Act of Parliament and are empowered to award degrees. In some cases, such Institutes are also set up by the Government through an Act of State Legislation.
- e) **Premier Institutes of Management:** These are the Institutes that have been set up by the Central Government and are outside the formal university system. They offer Post-Graduate Diploma Programs, which are equivalent to Master's Degree Programs in the area of Management.

A breakup of the various types of Universities and other important institutions is provided in the following table:

Institution type	count
Central universities	52
Deemed universities	145
Institutes of national importance	38
Institutions established under state legislations	7
State private universities	78
Private universities	96
State universities	286
Autonomous colleges and affiliated colleges	31,000(approx.)

Source: Ministry of Human Resource Development, GoI (<http://mhrd.gov.in/>)

Major Drivers of B-School image

Size visibility and industry B-School interactions are the major DRIVERS of the image of a B-School.

What drivers of the image of a B-school

- SIZE +++++
- VISIBILITY +++++
- PLACEMENT +++++
- INDUSTRY B-SCHOOL LINKS +++++
- INFRASTRUCTURE +++
- RECOGNITIONS +++
- TEACHING PEDAGOGY/quality of faculty +++

Importance from customer's point of view

Benefits of ICT in Education to Main Stakeholders

Students,

- Increased access,

- Flexibility of content and delivery,
- Combination of work and education,
- Learner-centred approach,
- Higher-quality of education and new-ways of interaction.

Employers,

- High quality,
- cost effective professional development in the workplace,
- Upgrading of employee skills,
- increased productivity,
- Developing of a new learning culture,
- Sharing of costs and of training time with the employees,
- Increased portability of training.

Governments,

- Increase the capacity and cost effectiveness of education and training systems,

- To reach target groups with limited access to conventional education and training,
- To support and enhance the quality and relevance of existing educational structures,
- To ensure the connection of educational institutions and curricula to the emerging networks and information resources,
- To promote innovation and opportunities for lifelong learning.

Profile of Respondents and Schools

This study aimed to assess the level of Information Communication Technology (ICT) Competencies of Public-School Teacher Competency Descriptor: in basic computer operations and other information devices. The respondents are proficient in identifying and defining the functions of the main components (i.e. monitor, CPU, keyboard, mouse) of the computer. The descriptive profile of the respondents and colleges in this study is shown in Table 1 and Table 3, respectively. The respondents are described in terms of sex, age, maximum level of education, number of years in the teaching career and the type of colleges involved in the study. Colleges are described in terms of their type and availability of the following facilities: electricity, computer laboratory-readers, e-books, virtual labs and internet facility. Other metrics include availability of computer for administrative use, electronic systems and staff teaching ICT classes were considered on the type of schools.

- 1) planning and designing effective learning environments and experiences supported by technology.
- 2) implementing, facilitating and monitoring teaching and learning strategies that integrate a range of information and communication technologies to promote and enhance student learning.
- 3) assessing and evaluating student learning and performances.

From Table 1, it can be observed that the number of male respondents exceeded that of female respondents by 9. Age wise, the majority of the respondents came from the age group ranging from 26 to 35 years (64.5%) while the least represented group was the age group ranges between 18 and 25 years (6.9%). It is also noted that the majority of respondents were bachelor degree holders (75.8%) followed by diploma (22.9%), certificate (0.9%) and form six (0.4%). Many respondents came from a category of those having less than 5 years of teaching experience (43.7%) followed by 11- 20 years (37.2%), 11-20 years (10.4%), 21-30 years (5.2%) and the least represented group was the group with more than 30 years in the teaching carrier description.

Table 2 describes the profile of colleges visited during the study. This can be contributed to the following factors: availability and quality of computers for student to use and teacher 's access to ICT resources. The evidence of very good practice in the use of ICT is invariably found in those schools that also have high-quality ICT resources, and that a lack of computers and software can seriously limit what teachers can do in the classroom regarding the implementation of ICT. when discussing the issue of access to resources, it is important not only to think of the access teachers need in order to teach with ICT, but also to consider the need for teachers to have their own personal access to ICT, to allow them to plan and prepare lessons. The table shows that all five private colleges had existence of electricity where as some public colleges did not have electricity. Furthermore, it is noted that private colleges had the highest number of schools with computer laboratories, E-books and staff who teach ICT courses than Government schools.

Table-1: Description of the respondents in the study

	Response	Frequency	Percentage
Sex	Male	120	51.9
	Female	111	48.1
Age	18 - 25	16	6.9
	26 - 35	149	64.5
	36 - 45	43	18.6

	Above 45	23	10.0
Maximum level of education reached	Form VI	1	0.4
	Certificate	2	0.9
	Diploma	53	22.9
	First degree	175	75.8
Number of years in the teaching carrier	Less than 5 years	101	43.7
	5 - 10 years	86	37.2
	11 - 20 years	24	10.4
	21 - 30 years	10	5.2
	More than 30 year	8	3.2
Distribution of the type of school	Public schools	9	44
	Private schools	7	56

It is noteworthy that on testing the first null hypothesis, the hypothesis was rejected because to get the use of ICT tools in content delivery is dependent on the type of school. The corresponding Chi-square value and p-value (Chi square=11.075, $p < 0.05$) support this decision. In the second hypothesis, the study fails to reject the null hypothesis (Chi square=0.214, $p = 0.899$), and thus, the support obtained from the administration of the school/ municipal/ ministry or any other government body is independent of the type of school. The study fails to reject the third hypothesis as well (Chi square=1.322, $p = 0.250$) which means therefore, that readiness to be empowered with skills and technology is independent of the type of school. The last hypothesis is rejected (Chi- square=6.646, $p < 0.05$), and therefore, attending an ICT course by a teacher is dependent of the type of school. Its recommended that all Inservice teachers should have a minimum proficiency in the use of a variety of software, including basic word processing, database, and spreadsheet functions. Both authors stated the importance of these skills that educators should have. Additionally, in ICT Competency Standards for Teachers, it is stated under the Technology Literacy Approach, teachers must know basic hardware and software operations, as well as productivity applications software, a web browser, communications software, presentation software, and management applications.

Table 2: Analysis of the covariates on the types of schools and their corresponding P-value

Covariate Response Type of School Private Public value

Covariate	Resp onse	Type of school		p-value
		Private	Public	
In your teaching, do you use any ICT tool to help in delivering content?	Yes	52(59.1%)	52(36.6%)	0.001
	No	36(40.9%)	90(63.4%)	
If you use ICT tools in delivering, do you get any support from the administration of the school/ municipal/ ministry or any other	Yes	17(31.5%)	15(28.8%)	0.899
	No	32(59.3%)	33(63.5%)	

government body?				
If you do not use any ICT tool in delivering content, are you ready to use if empowered with skills and technology?	Yes	51(94.4%)	96(88.9%)	0.250
	No	3(5.60%)	12(11.1%)	
Have you attended any ICT related course? OR Have you taken a course at the University /college in ICT?	Yes	59(84.3%)	82(67.2%)	0.010
	No	11(15.7%)	40(32.8%)	

In summary, Private schools in shimoga and Davangere have shown higher level of readiness to use ICT than governmentschools. This is attributed to the willingness of the teachers in private schools to embrace the use of ICT in content delivery and taking ICT related courses (Table 2). Furthermore, private schools in this area have relatively better ICT infrastructure set up than in government schools (Table 3).

Challenges for ICT Adoption and Proposed Solution

The challenges are below.

1. Sustainability and scale
2. Lack of knowledge
3. Pace of change
4. Funding
5. Changing roles and norms

The study revealed several factors hindering the readiness to use ICT in teaching for both government and private schools. This factor contributes 71.7% for private schools and 55.8% for government schools. Other identified challenges are poor support on ICT initiatives provided to these schools (i.e. 15.1% for private schools and 32.7% for government schools), missing required skills (17% for private schools and 8.7% for government schools), and lack/poor motivation on using ICT for teaching (i.e. level of motivation is about 1.9% for private and 5.8% for government). The findings reveal that majority of the private school teachers report that their schools do not have enough ICT infrastructures and they do not have the required skills to harness the power of ICT in content delivery. On the other hand, the private school teachers are more motivated and enjoy support from their schools towards ICT usage. To address the gap between the two types of schools readiness towards ICT usage in teaching, the government should set up ICT infrastructure to its schools, train teachers with necessary skills and promote the use of ICT in teaching to increase the motivation to teachers towards using ICT in teaching.

Table 3: Profile of the Schools involved in the study

Facility	Private school			Government school		
	Available and used	Available not used	Not available	Available and used	Available not used	Not available
Electricity	4	1	0	5	0	2
Computer lab	2	0	4	1	1	5
E-readers	0	0	4	0	0	6
E-books	1	0	4	0	0	6
Virtual -lab	0	0	4	0	0	6
Internet facility	1	0	4	2	0	5
Computer for administrative use	4	0	2	4	0	3
Electronic systems	1	0	4	1	0	6
Staff teaching ICT classes	1	1	4	0	0	7

Conclusion

Results of the study clearly revealed that teachers have basic knowledge in ICT. However, this is not enough to say that teachers are already competent in ICT. Teachers need to be proficient in knowing where and when to use technology for teaching and other related tasks. Teachers' professional development is a key factor to successful integration of computers in classroom teaching. It is then recommended that teachers undergo training that will help further enhance their computer skills and knowledge. The timing has never been better for using technology to enable and improve learning at all levels, in all places, and for people of all backgrounds. From the modernization of E-rate to the proliferation and adoption of openly licensed educational resources, the key pieces necessary to realize best the transformations made possible by technology in education are in place. Educators, policymakers, administrators, and teacher preparation and professional development programs now should embed these tools and resources into their practices. Working in collaboration with families, researchers, cultural institutions, and all other stakeholders, these groups can eliminate inefficiencies, reach beyond the walls of traditional classrooms, and form strong partnerships to support everywhere, all-the-time learning.

Although the presence of technology does not ensure equity and accessibility in learning, it has the power to lower barriers to both in ways previously impossible. No matter their perceived abilities or geographic locations, all learners can access resources, experiences, planning tools, and information that can set them on a path to acquiring expertise unimaginable a generation ago. This all is made more likely with the guidance of strong vision and leadership at all levels from teacher-leaders to school, district, and state administrators. For these roles, too, technology allows greater communication, resource sharing, and improved practice so that the vision is owned by all and dedicated to helping every individual in the system improve learning for students. It is a time of great possibility and progress for the use of technology to support learning.

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