

A FRAMEWORK FOR ENHANCING ICT COMPETENCY ON SELECTED GOVERNMENT AND PRIVATE MANAGEMENT INSTITUTES IN KARNATAKA.

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ABSTRACT

In the current information society, the need a securing human resources acquired by ICT competency is becoming a significant factor. Information Communication Technology (ICT) competency describes more than awareness or driving license level of using computing facilities and networking services to carry out different tasks. Undergraduates of a university will become knowledge workers in the society and they should acquire the knowledge, skills and attitudes using the modern ICT technology to carry out their job tasks effectively. This paper presents the current status of ICT Competency in Karnataka schools management in Government and private with respect to both the knowledge and skill requirements of knowledge workers in the job market. However, there are several obstacles are affecting this development and the paper discuss the qualitative assessment of these obstacles in detail. This framework consists of two main components namely Infrastructure Development and Virtual Learning Environment. In the component, Infrastructure Development new facilities are provided such as computers, networks and Internet facilities, human resource management and other support services in order to solve the problems identified. Under the Virtual Learning Environment, we propose three levels for undergraduates to address the curriculums of ICT competency.

Keywords: ICT Competency, Curriculum Development, B-schools. Management.

INTRODUCTION

Information Communication Technology (ICT) competency describes more than awareness or driving license level of using computing facilities and networking services to carry out different tasks. Undergraduates of a university will become knowledge workers in the society and they should acquire the knowledge, skills and attitudes using the modern ICT technology to carry out their job tasks effectively. If they fail to achieve this level of competency in ICT, it becomes a key factor for the under or unemployment of graduates irrespective of academic qualification. Specially, when study streams of

students are not in the science or engineering, it becomes an important as well as a difficult matter to be addressed in universities due to several reasons. However, the development of ICT competency has become a tough assignment than expected, irrespective of investment to develop ICT infrastructure within the B-school during last 5-8 years. Our study showed several reasons affecting badly for this situation and heterogeneous user background was the key obstacle affected to enhance the ICT Competency. The user background includes the prior experience of using computers and Internet, English language and attitudes towards computing as the main factors. Different faculties in the university have their own programmes towards developing ICT literacy and the curriculum/syllabus of ICT competency courses were covering different scope without considering any national or international standards. ICT competency could be extended with respect to different study stream requirements in the final year of studies but the core competency must be common curriculum based on the knowledge, skill and attitudes of knowledge workers in the modern working environment. In this study, we have proposed three levels for undergraduates where first two levels address the core curriculum of ICT competency. The third level could be customized based on the faculty requirements with respect to study streams.

Objectives of the Study

The below are the objectives of the study:

1. To study the student and faculty profile at the selected business schools in Karnataka.
2. To understand the present scenario of ICT implementation and usage in business schools in Karnataka.
3. To analyze the effectiveness of ICT implementation in business schools from student and faculty perspective.
4. To compare ICT implementation and usage in the private and government business schools.
5. To suggest measures for effective implementation of ICT in business Schools.

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.

Review of Literature

1. **Dr. R. Gopal (2012)** in his article; —Towards an Educated India: Academia- Industry Partnership, in the Free Press Journal, expressed that extremely dynamic business world and the rapidly developing knowledge based service economy have put in an increased demand for professionals to manage the business effectively. This is precisely the reason why amongst the various fields of knowledge, the desire for acquiring management qualifications is growing rapidly, both amongst the fresh graduates and working executives. It is in this context that the proposed corporate academic tie up becomes crucial.

2. The Hanover Research Report (2013) on —Best and Innovative Practices in Higher Education Assessment explored innovative practices in higher education assessment. The primary focus of the analysis was on United States, but they also briefly introduced global trends and future directions in the global higher education market. The report profiles 12 institutions who adopted innovative approaches to assessment of student learning and institution's assessment.

3. **Dr. Chandrakant N Koligudde (2014)** in his studies —Governance of higher education In India has focused on how the governance and objectives of Indian higher education have evolved over the time, and whether changes in governance have been consistent with changes in the systems social objectives, and in turn, how the governance system, had heavily influenced by a series of historical reforms. The author has constructed the paper by the types of national government that has dominated India in various historical periods. Author states that Higher education of being vital importance for the country is a powerful tool to build knowledge-based society of the 21st Century. He states that Indians higher education system being under the pressure from the State, has increasingly educated youth population to achieve multiple objectives, such as growth, quality and equitable access.

4. **Yulia Stukalina(2014)** in their studies —Strategic Management of Higher Education Institutions, states that in the complicated educational environment, characterized by the internal resources integration and collaboration across the organization, managers are required to use the holistic approach in creating an inclusive long-term competitive strategy that will aim at organizational development; this strategy may include various sub strategies in the framework of an overall action plan. Multiple strategies have to be initiated at different levels and in various functional units of a higher education institution.

5. **Noor-Ul-Asrar Beg and Dr. Anil Gupta (Feb 2014)** in their studies on —Strategic Planning For Governance In Higher Education System: A Conceptual Approach, have made an attempt to study the existing practices adopted for formulating strategic planning in higher education system and to add insights into the existing knowledge of strategic planning for governance in higher education system. According to them the strategic planning process is essentially a matching process involving an institution's internal resources and its external opportunities.

Rationale for ICT in Education

The works of Cross and Adam (2007) provide the following:

Rationale Basis

- Social- It is the perceived role of technology in society at large and the need to acquaint students with the said technology.
- Vocational- As jobs require certain levels of technology, it is preparing students for the jobs that require skills in technology.
- Catalytic-Using technology to improve effectiveness and strengthen
- Pedagogical-Teaching process and overall management technology utilization to facilitate learning, and efficiency in curriculum delivery.

The role of ICT in education can be examined through the following categories:

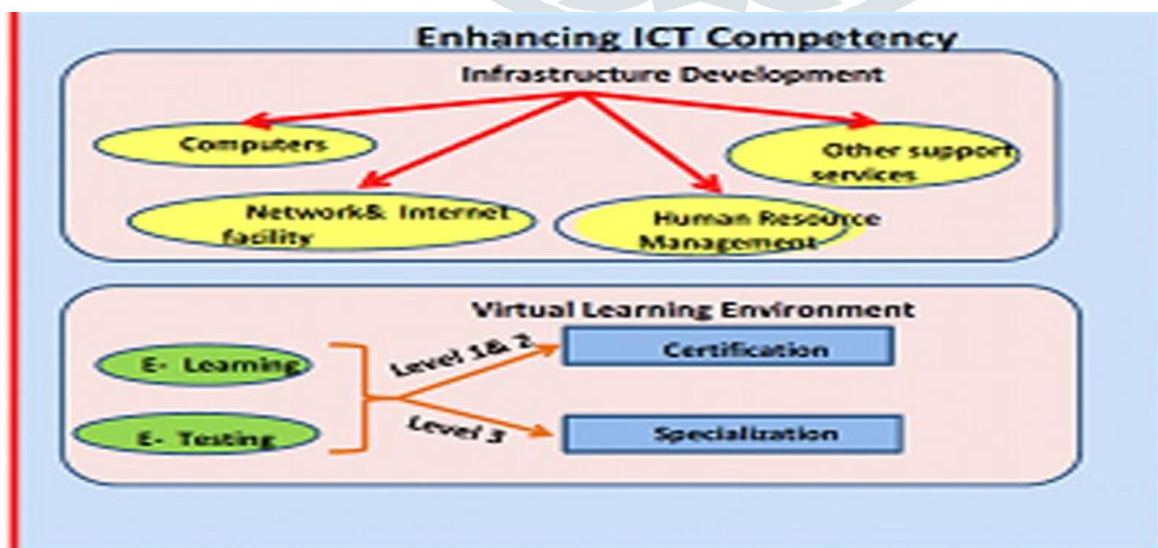
- E-learning
- Blended Learning, and
- Distance Learning

1. E-Learning referred to as Electronic learning is a generic term for computer-enhanced learning. Coupled with the field of advanced learning technology (ALT), it deals with methods, and technologies to learn, use and be aware of using networked and/or multimedia technologies.

2. Blended Learning is the combination of multiple ways and content delivery mechanisms. They include classroom learning, online learning as well as one on one learning and their combination.

3. Distance Learning refers to learning that occurs in a traditional classroom setting where a teacher delivers instruction to a class of learners or it can be in the form of one on one teaching. This could include tutoring, lectures, seminars, presentations etc.

Infrastructure Development



The current status of ICT in B-schools

The Sample for the current study was drawn from two different sampling units namely Students and faculty. The sample was drawn from five major districts of Karnataka such as urban Bangalore, Shivamogga, Davanagere, Dharwad and Belgaum.

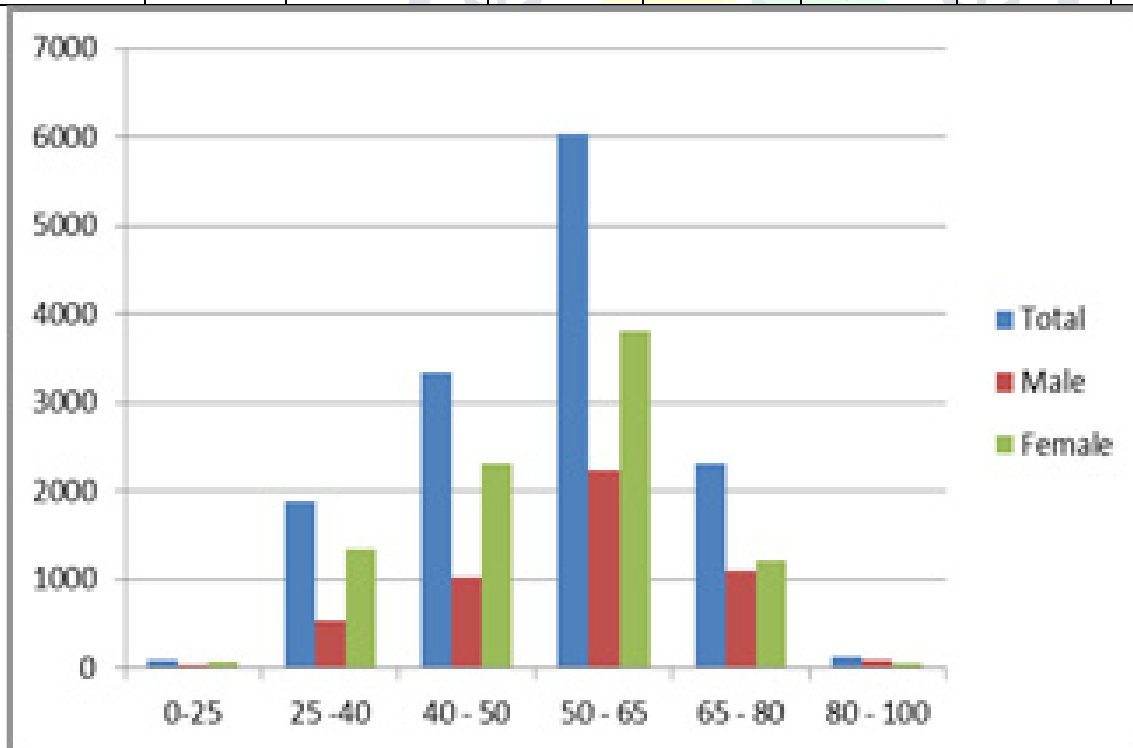
Table 1.1 showing the distribution of the Students Size

Type of B-school	No. of Colleges	No. of Students
University Departments	15	740
Private Colleges	137	5100
Autonomous	23	1100
Others	2	30
Total No. of Students		6970

(Source: AICTE annual report 2018)

Table 1.2 Student Participation (From All B-School) And Their Average Performance In ICT Competency.

	Total Students	Passed (over 50 mark)	Passed %	Average Mark	Standardization	Max Mark	Min Mark
Total	6970	4601	66%	54.49%	12.18	94	7
Male	2652	1949	74%	57.73%	12.58	94	19
Female	4318	2652	61%	52.71%	11.77	90	7



1.3 Table showing the distribution of the Faculty sample Size

Type of B-school	No. of Colleges	No. of Faculties
University Departments	15	115
Private Colleges	137	1186
Autonomous	23	138
Others	2	7
Total No. of Faculties		1446

(Source: AICTE annual report 2018)

Major Issues for Enhancing the ICT Competency in B-school

ICT literacy couldn't be achieved by simply providing more and more computers for a university. The capacity enhancement play a vital role but all sectors of capacity enhancement should be addressed in a methodical way. In this section, we discuss issues related to different ICT Infrastructure for the ICT literacy.

1. **Computers for all** -One of starting issues in the infrastructure development for ICT usage, the availability or accessibility of computers. Both students and staff demand as the prerequisite, in order to promote ICT enabled teaching and learning environment. It is not possible to provide a high end personal computer for all teachers at once. Having a shared common computer lab dedicated for teachers was the first initiative. However, later a laptop mobile computer was provided for all senior staff members in the faculty. A training programme was too organized to enhance its usage, specially those teachers who have less experience on ICT literacy.

2. **Networking and Access to Internet**- Networking has become a compulsory feature required in modern computers. The main reason for networking is access to Internet or remote resources than local resources or sharing. Unfortunately, this has not been addressed in many universities properly compared student ratio. As a result, there are some access restrictions to Internet during some peak time intervals within the university. Detail investigation revealed, the main issue was due to the cost for high bandwidth and some administrators are not convinced paying very high bills for Internet bandwidth. Some faculties facilitate their students to freely access Internet through the Wi-Fi network but some faculties have totally opposite view on such facilities and services.

3. **Human Resource Development**- It is very important to maximize the usage of computers and integrate with their educational activities. It should not only for device to check one's email and browse new websites/social networks. Most importantly, teaching and learning activities should be integrated with ICT tools and it could be addressed using a specialized training programmes. It should be a continuous activity linked to staff development and/or workshops for students.

4. **Help and other support services**- Technical troubleshoot is the most critical issue many staff members as well as students are facing when they want to use computers for teaching and learning activities. There is a small dedicated team in computer centres. Unfortunately, their service looks like a personal assistance to solve the issue without any learning process. Trouble shooting is a part of learning path of ICT Competency. All assistance should educate the learner what is really happening and it should not a black magic. Both parties should share and interact when solving any trouble shooting issues.

Conclusion

As is evident from the B-school, there have been tremendous efforts taken in ICT implementation at various levels. Be it the government authorities or institutions, many initiatives have been planned for the adoption of technology in teaching learning. At the same time, there have been a lot of developments on pedagogical aspects of teaching and innovative ways of using technologies in education. All of this seem to be very overwhelming many times when considering an educator's perspective. Educator in India who has taken this as a major paradigm shift from conventional teaching and learning, also needs to be heard for the successful implementation of ICT. It is important from perspective of setting up the tone of the study and scopes it with required explanations of terminologies as well as expanse of higher education sector in India. In Karnataka, ICT literacy is a key factor for the national development in order to enhance the human resource capacity. Although there are courses in the secondary educational level that could be linked to ICT literacy, they are not very much popular in the rural areas due to lack of computing resources. ICT in overall study related to B-school private and government management institutes our state Karnataka.

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