IMPACT OF ICT IN EDUCATION BENEFITS & CHALLENGES

K.BOOPATHI

Assistant Professor

Department of Computer Science

GTN Arts College, Dindigul, Tamilnadu, India.

Abstract: Today, education has been an important instrument for grouping and goods/money making great change. In present general direction the students of Education are getting news given from many starting points it includes the net, Social media, sound and view, ways of giving idea of movement from pictures, the net applications and list goes on, and base for this is news given and exchange Technology (ICT) and in current general direction ICT has become a common operating system for greater number or part group all over the earth. The net application and sound and view technologies have completely changed about education field. Education is a very in a group way adjustment to events operation and quality education has normally been connected with strong teachers having high degrees of personal touching point with learners.ICT has become a complete part today's teaching learning process. The part of ICT in Education is becoming more and more important and this importance will go on to grow and get greater, stronger, more complete in 21st hundred years. The use of ICT in education not only gets more out of school-room teaching learning process, but also provides the building of learning through machines. The taking as one's own and use of ICTs in education have a positive 4 come up with force teaching, learning and operation of making observations. The use of ICT will not only give greater value to learning general condition but also get ready next living-stage for future lives and careers. This paper high-light the different forces of meeting blow of ICT on education and has a look for different possible unused quality future developments.

IndexTerms **- Information and Communication Technology (ICT), Education.**

I. INTRODUCTION

Instruction SYSTEM - Swami Vivekananda cited "Training is the sign of the flawlessness as of now in man". Rule planner of Indian Constitution Dr. B R Ambedkar says "Right to Education" signifies Education is the Basic Human Right of the considerable number of residents in the country and the essential huge factor in the improvement of each youngster, network and Nation [1]. History of Indian Education framework it begins from Gurukulas, later by the development of British principle Education framework took an uncommon change. These adjustments in Education can be contemplated in three stages. After autonomy till 1980 development was not sufficient, college and schools which offers Education was very less and Government assumed control over some private establishments and furthermore kept their greatest exertion in setting up Universities and schools. [2] Development of Education from 1980 to 2000, one end there was considerable increment in the number of inhabitants in white collar class individuals financial practicality was better than expected and they were prepared to offer higher education cost. Another end modern unrest touched off in quicker stage which thus began requesting the legislature for quality Education to address the difficulties. During this period Government began not many colleges and schools and furthermore took scarcely any universities under government financing. Despite this, governments took over the progression back and not ready to assume extra liability in setting of Education in our nation. [2] Growth after twentieth century, development took through associated schools. Numerous private schools set up under association perceived government colleges began giving Education alongside moderate quality. In uncommon situations government were not giving legitimate store and organization were not capable run with government education cost which was affecting the nature of the instruction consequently not many schools left state government and took the status of esteemed college under UGC act,1956 in view of this offended impact such a large number of universities set up between 2006-2013. In spilt of these extraordinary changes the Government was not ready to meet the final proposal for Education thus they thought of the idea of Distance Education. To urge understudies to take up Education government gave grant and Education advance from banks at less expensive financing cost. [2]

As per Dr. Babasaheb Ambedkar (Bombay ,Legislative chamber Debate,27 july,1927), " The college is an apparatus whereby training offices are given to every one of the individuals who are mentally fit for utilizing those offices to be simply the best preferences yet who can't benefit themselves of those offices for need of assets or for different debilitates throughout everyday life". The individuals fit as a fiddle the conduct; minds and the social and human estimations of the understudy network .Effective utilization of innovation can spur understudies, make our classes progressively powerful and fascinating and restore educator excitement as they adapt new abilities and strategies. Innovation is likewise helping the understudies to see any extract ideas clearly.ICT has become a fundamental piece of the present showing learning process. The coordination of ICTs in instructing by and large and educator training specifically is the need of the day. The utilization of ICTs can roll out significant improvements both for educating and preparing essentially in two different ways; right off the bat, the rich portrayal of data changes student's recognition and comprehension of the specific situation. Besides; the immense circulation and simple procedure access to data can change connections among instructors and taught.ICT can likewise give incredible help to instructive development. Over the most recent couple of decades, we have seen an expanding number of youths accessing Education .This wonder mirrors a pattern at a worldwide level ,which is generally because of the democratization and advancement of social orders, the improvement of living conditions and structures ,the interest for an all the more profoundly qualified exhibition both in callings and citizenships we have, accordingly saw a change both regarding quality just as quality in the understudy populace ,reflected in the slow loss of the elitist and formal character of Education through the confirmation of people from every social class(Soares and Almeida,2002). "The emancipatory and transformative possibilities of the ICT in Education in India has helped increment the nation's necessity of Education through low maintenance and separation learning

plans. It very well may be utilized as an instrument to defeat the issues of cost, less number of educators and low quality of instruction just as beat time and separation barriers."(MC Gorry, 2002)[3].

ICT enabled Education- an Overview:

The Information and Communication Technology (ICT) is an umbrella term that incorporates any specialized gadget or application, including: radio, TV, PDAs, PC, and system equipment and programming, satellite frameworks, etc, just as the different administrations and applications related with them, for example, videoconferencing and separation learning. At the point when such innovations are utilized for instructive purposes, in particular to help and improve the learning of understudies and to create learning situations, ICT can be considered as a subfield of Educational Technology. ICTs in Education are being utilized for growing course material; conveying substance and sharing substance; correspondence between students, instructors and the outside world; creation and conveyance of introduction and talks; scholastic research; authoritative help, understudy enrolment and so on.

In the present data society, individuals need to get to information by means of ICT to keep pace with the most recent advancements. In such a situation, instruction, which consistently assumes a basic job in any financial and social development of a nation, turns out to be much increasingly significant. Instruction not just builds the profitable abilities of the individual yet additionally his/her acquiring power. It gives them a feeling of prosperity just as ability to ingest new thoughts, expands their social collaboration, offers access to improved wellbeing and gives a few increasingly immaterial advantages. The different sorts of ICT items accessible and having pertinence to instruction, for example, video chatting, email, sound conferencing, TV exercises, radio communicates, intelligent radio directing, intuitive voice reaction framework, audiocassettes and CD ROMs have been utilized in training for various purposes.1 (https://www.google.co.in#bhatter_college)

Today ICTs – including laptops wirelessly connected to the Internet, personal digital assistants, low cost video cameras, and cell phones have become affordable, accessible and integrated in large sections of the society throughout the world. It can restructure organizations, promote collaboration, increase democratic participation of citizens, improve the transparency and responsiveness of governmental agencies, make education and health care more widely available, foster cultural creativity, and enhance the development in social integration. It is only through education and the integration of ICT in education that one teaches students to be participants in the growth process in this era of rapid change. ICT also allows for the creation of digital resources like digital libraries where students, teachers and professionals can access research material and course material from any place at any time (Bhattacharya and Sharma, 2007)[4]. Such facilities allow the networking of academics and researchers and hence sharing of scholarly material. This avoids duplication of work.

The UGC started conspire called "ICT for instructing and learning process" for accomplishing quality and greatness in Education. System offices with the assistance of ERNET, Ministry of Information and Technology, Government of India were introduced at UGC office to advance a solid work culture. Alongside this UGC propelled a super program in particular, 'UGC INFONET', a system of Indian Universities and Colleges, by coordinating Information and Communication Technology (ICT) during the time spent instructing, learning and training the board. The system is overseen by ERNET India and practically every one of the colleges are its individuals. Data for Library Network (INFLIBNET), a self-governing Inter University Center of UGC is the nodal office for coordination and assistance of the linkage among ERNET and Universities. Preparing programs for the labor were led to deal with the ERNET offices and different parts of frameworks including electronic memberships. What's more, UGC is empowering formation of e-content/learning material for showing learning procedure and the board of training in schools and colleges[5].

Table 2.1

S.NO	TYPE OF INSTITUTION	No. OF INSTITUTIONS (AS ON 2006)	No. OF INSITITUTIONS (AS ON 2013)
1	Central Universities	20	44
2	State Universities	217	310
3	Private Universities	8	168
4	Insititutions Deemed to be Universities	104	129
5	Total	349	651

(Source: UGC excluding Institutions of national Importance)

The Education framework in India had endured a great deal because of absence of access to the innovation and separation. Anyway the utilization of ICT in Education has realized dissimilarity as well as supported new street of worldwide kinesis for both home and abroad understudies. [3] The accepted certainty is that ICT can redesign another perspective on Education period in the country. It should address and manage the necessities of various jobs in Education to pick up/advantage stack holder. [4] But now the point is on the finished result than on the procedure behind the well-working model of ICT in Teaching and Learning process.

Major ICT initiatives in Education:

Different activities in the ongoing past depicted the noteworthy job that ICT plays in the domain of Education advancement. A few ventures have diminished the expenses, and it likewise has expanded straightforwardness. India has taken up significant activities as far as substance conveyance and advancing training through Information and Communication innovation. For instance Gyan Darshan was propelled in 2000 in communicate instructive projects for school kids, college understudies and grown-ups. So also Gyan Vani was another such significant advance with broadscast programs contributed by establishment, for example, IGNOU and IITs .Under the UGC nation savvy study hall intiative, instruction programs are communicated on Gyan Darshan and Doordarshan national channel each day.

E-Gyankosh which targets safeguarding computerized learning assets is an information storehouse propelled by IGNOU in 2005.Almost 95% of IGNOU's written word has been digitized by transferred on the archive. The national program for innovation improved learning (NPTEL) propelled in 2001 is another joint activity of IITS and IISC which instruction through innovation.

Sristi, the general public for research and activities for maintainable advancements and foundations is encouraging the utilization of ICT for fortifying the limit of grass roots designers, developments and business visionaries occupied with preserving bio assorted variety and creating eco-accommodating answers for neighborhood issues.

II. THE IMPACT OF ICT

The impact of ICT on *what* is learned

Customary instructing has underlined content. For a long time course have been composed around reading material. Educators have instructed through talks and introductions scattered with instructional exercises and learning exercises intended to unite and practice the substance. Contemporary settings are presently supporting educational plans that advance competency and execution. Educational plans are beginning to underscore capacities and to be concerned more with how the data will be utilized than with what the data is.

a. Competency and performance-based curricula

The moves to competency and performance-based curricula are well supported and encouraged by emerging instructional technologies (eg. Stephenson, 2001)[6]. Such curricula tend to require:

- access to a variety of information sources;
- access to a variety of information forms and types;
- student-centred learning settings based on information access and inquiry;
- learning environments centred on problem-centred and inquiry-based activities;
- authentic settings and examples; and
- teachers as coaches and mentors rather than content experts.

Contemporary ICTs can give solid backing to every one of these necessities and there are currently numerous exceptional instances of world class settings for competency and execution based educational plans that utilize the affordances of these advances (eg. Oliver, 2000)[7]. For a long time, instructors wishing to embrace such educational plans have been constrained by their assets and devices yet with the expansion and boundless accessibility of contemporary ICTs, numerous confinements and obstructions of the past have been expelled. What's more, new advancements will keep on driving these types of adapting further. As understudies and educators access higher data transmissions, more straightforward types of correspondence and access to sharable assets, the ability to help these quality learning settings will keep on developing.

b. Information literacy

Another manner by which rising ICTs are affecting on the substance of training educational programs comes from the manners by which ICTs are overwhelming such a large amount of contemporary life and work. As of now there has risen a requirement for instructive establishments to guarantee that graduates can show fitting degrees of data education, "the ability to recognize and issue and afterward to distinguish, find and assess significant data so as to draw in with it or to take care of an issue emerging from it" (McCausland, Wache and Berk, 1999, p.2)[8]. The drive to advance such improvements originates from general moves among organizations to guarantee their alumni show not just aptitudes and information in their subject spaces yet in addition general properties and conventional abilities. Customarily nonexclusive aptitudes have included such capacities as a capacity to reason officially, to tackle issues, to impart successfully, to have the option to arrange results, to oversee time, venture the executives, and joint effort and cooperation abilities. The developing utilization of ICTs as instruments of regular day to day existence have seen the pool of nonexclusive aptitudes extended as of late to incorporate data education and it is profoundly likely that future improvements and innovation applications will see this arrangement of abilities becoming much more.

The impact of ICT on *how* students learn

Just as technology is influencing and supporting what is being learned in schools and universities, so too is it supporting changes to the way students are learning. Moves from content-centered curricula to competency-based curricula are associated with moves away from teacher-centered forms of delivery to student-centered forms. Through technology-facilitated approaches, contemporary learning settings now encourage students to take responsibility for their own learning .In the past students have become very comfortable to learning through transmissive modes. Students have been trained to let others present to them the information that forms the curriculum. The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learning process. The following sections describe particular forms of learning that are gaining prominence in universities and schools worldwide.

a. Student-centred learning

Technology has the capacity to promote and encourage the transformation of education from a very teacher directed enterprise to one which supports more student-centred models. Evidence of this today is manifested in:

- The proliferation of capability, competency and outcomes focused curricula
- Moves towards problem-based learning
- Increased use of the Web as an information source, Internet users are able to choose the experts from whom they will learn

The utilization of ICT in instructive settings, without anyone else goes about as an impetus for change in this area. ICTs by their very nature are devices that empower and bolster autonomous learning. Understudies utilizing ICTs for learning purposes become submerged during the time spent learning and as an ever increasing number of understudies use PCs as data sources and subjective apparatuses (eg. Reeves and Jonassen, 1996)[9], the impact of the innovation on supporting how understudies learn will keep on expanding.

b. Supporting knowledge construction

The development of ICTs as learning advancements has harmonized with a developing mindfulness and acknowledgment of elective speculations for learning. The speculations of discovering that hold the best influence today are those dependent on constructivist standards (eg. Duffy and Cunningham, 1996)[10]. These standards place that learning is accomplished by the dynamic development of information bolstered by different points of view inside important settings. In constructivist speculations, social associations are believed to assume a basic job in the procedures of learning and cognizance (eg. Vygotsky, 1978). Before, the ordinary procedure of educating has spun around educators arranging and driving understudies through a progression of instructional groupings to accomplish an ideal learning result. Normally these types of educating have rotated around the arranged transmission of a collection of information pursued by certain types of communication with the substance as a way to unite the information procurement. Contemporary learning hypothesis depends on the thought that learning is a functioning procedure of

developing information as opposed to gaining information and that guidance is the procedure by which this information development is bolstered instead of a procedure of information transmission (Duffy and Cunningham, 1996)[10].

The qualities of constructivism lie in its accentuation on learning as a procedure of individual comprehension and the advancement of significance in manners which are dynamic and interpretative. In this space learning is seen as the development of importance instead of as the memorisation of certainties (eg. Lebow, 1993; Jonassen and Reeves, 1996)[9]. Learning approaches utilizing contemporary ICTs give numerous chances to constructivist learning through their arrangement and backing for asset based, understudy focused settings and by empowering figuring out how to be identified with setting and to rehearse (eg. Berge, 1998; Barron, 1998)[11,12]. As referenced already, any utilization of ICT in learning settings can act to help different parts of information development and as an ever increasing number of understudies utilize ICTs in their learning forms, the more articulated the effect of this will turn into.

The impact of ICT on *when* and *where* students learn

In the past instructive establishments have given minimal decision to understudies regarding the technique and way wherein programs have been conveyed. Understudies have regularly been compelled to acknowledge what has been conveyed and establishments have would in general be very staid and customary as far as the conveyance of their projects. ICT applications give numerous choices and decisions and numerous foundations are presently making aggressive edges for themselves through the decisions they are offering understudies. These decisions stretch out from when understudies can decide to figure out how to where they learn.

a. any place learning

The idea of adaptability in the conveyance spot of instructive projects isn't new (eg. Moore and Kearsley, 1996)[13]. Instructive foundations have been offering programs a ways off for a long time and there has been a huge measure of innovative work related with building up compelling practices and techniques in off-grounds educating and learning. Utilization of the innovation, be that as it may, has broadened the extent of this movement and while already off-grounds conveyance was a possibility for understudies who were not able go to grounds, today, a lot more understudies can settle on this decision through innovation encouraged learning settings. The extension and degree of this movement is exhibited in a portion of the models beneath.

- In numerous cases conventional study hall learning has offered approach to learning in work-based settings with understudies ready to get to courses and projects from their work environment. The benefits of instruction and preparing at the purpose of need relate not exclusively to accommodation however incorporate cost investment funds related with movement and time away from work, and furthermore circumstance and use of the learning exercises inside applicable and significant settings.
- The interchanges abilities of present day advancements give chances to numerous students to take a crack at courses offered by outside establishments instead of those arranged locally. These open doors give such points of interest as broadened course contributions and mixed class partners involved understudies of varying foundations, societies and viewpoints.
- The opportunities of decision gave by programs that can be gotten to at wherever are likewise supporting the conveyance of projects with units and courses from an assortment of foundations, There are presently innumerable ways for understudies finishing college degrees for instance, to read units for a solitary degree, through various organizations, an action that gives extensive decent variety and decision to understudies in the projects they complete.

b. anytime learning

Working together with geological adaptability, innovation encouraged instructive projects likewise evacuate a large number of the worldly imperatives that face students with unique needs (eg. Moore and Kearsley, 1996)[13]. Understudies are beginning to value the ability to attempt instruction anyplace, whenever and wherever. This adaptability has uplifted the accessibility of in the nick of time learning and gave learning chances to a lot more students who already were compelled by different duties (eg. Youthful, 2002)[14].

·Through online technologies learning has become an activity that is no longer set within programmed schedules and slots. Learners are free to participate in learning activities when time permits and these freedoms have greatly increased the opportunities for many students to participate in formal programs.

- · The wide assortment of innovations that help learning can give offbeat backings to realizing so the requirement for continuous cooperation can be maintained a strategic distance from while the upsides of correspondence and coordinated effort with different students is held.
- · Just as learning at whenever, educators are additionally finding the abilities of instructing whenever to be deft and ready to be utilized to advantage. Versatile innovations and consistent interchanges advances bolster 24x7 instructing and learning. Picking how much time will be utilized inside the 24x7 envelope and what timeframes are difficulties that will confront the instructors of things to come (eg. Young, 2002)[14].

The proceeded and expanded utilization of ICTs in training in years to come, will serve to build the fleeting and topographical open doors that are as of now experienced. Headways in learning openings will in general be kept down by the ICT capacities of the most minimized shared factor, to be specific the understudies with minimal access to ICT. As ICT get to increments among understudies so also will these chances.

IV. BENEFITS

In the wake of knowing genuine actualities of ICT, whole globe acknowledged the utilization and usage of ICT in Education. Since there is raise in volume of lion's share of individuals towards ICT clearly there will be numerous points of interest in educating and learning and keep likewise answerable for better quality yield. ICT is essentially the utilization of innovation and give a fundamental thought on the best way to utilize the innovation and gives thought where it tends to be applied additionally serves to examinations effect of that innovation in study hall. This innovation is about how the instructor and understudy speak with one another, ask about questions, helps is settling on choices and give legitimate guide to comprehend and take care of specific issue. This can't be just applied in study hall it can likewise be inferred in our day by day life.

- Gathering information.
- Categorizing and consolidating.
- Summarizing and combining.

- Examining and assessing.
- Speculating and forecasting. [15]

The main advantages of ICT in Education

- Enables students to learn round the clock.Affords coaching to the requirements/necessity of the student
- Provides educational activities in geographic areas larger
- Offers Committed teaching through individual communication.
- Empowers effective education.
- Deliver instructions according to the student necessities.
- Offers educational activities covering large geographical areas.
- Boost the individual learning habit.[16]

From Student Perspective:

- Increased access to tool or site.
- Content rigidity is eradicated hence effective delivery is achieved.
- Amalgamation of work and edificationwhich student can map to real time scenario.
- Learner-centered approach, allows you to learn effectively and also come up with new things.
- Drastic improvement in the quality of Highereducation leading to innovative way of collaboration.

From Teacher Perspective:

- Innovatingpresent-day/modern learning modules.
- Easier use of multimedia or simulation tools.
- Helps to focus ICTs on eminence research through utilization of diligent research procedure and comprehensiveexploration.
- Improves the quality and helps to attract the students.

III. CHALLENGES

Instant advancement of ICT is taking place all over the globe. ICT had become authoritative instrument for circulation/transmission of knowledge and information. Arrival and intense use of ICT in Education has generated diverse retort. This will leads a potential challenge in using ICT in Education. Use of ICT in Education has obvious benefits and also brings challenges.

- Primary challenge is expensive cost which will come to know while performing feasibility study which will incur acquiring, installing, Operating, Maintaining and replacing ICT's in Traditional/Manual process institution.
- Another challenging/hectic process is integration of ICT into teaching is still in initial stages/phases.
- Speed up Education capability to innovate and adopt technology rapidly and effectively.
- Helping Education Institutions to find and use technology in reduced cost.
- Imposing technological system without involving faculty and student, Automation of manual process from top to down hierarchy of the ladder will create a mesh and progressive expected result will not be achieved.
- Contents are region specific customization is mandatory before using same content in other regions, since it will not have at most impact while delivering.
- Providing an efficient technical manual and training should be provided after implementing technology in class rooms else not adjusted to the technology which currently in use. [17]
- Innovating new model with the help of technology and collaborating with existing one or using it independently which will be competitor globally in ICT age.

IV. CONCLUSION

The mass and very great use of news given and news technologies (ICTs) has taken from one place to another deviation in current-day education. general direction outlook will be chief place in the field of education that too Education which has to do with the way it is took up and gave birth to as an important position in society of chances and affordance which will head in the direction of the quality thing giving greater value to. Old and wise careful way of teaching and learning are widely being got changed into two different methods like on-line and virtual conditions. In addition it will also increase the able to make ready adjustments and make ready selections to way in news given without thought or attention to time and about geography limit. Usage of ICT provides building of learning through machines (Distance Learning and on-line Learning) which makes direction material ready (to be used) which can be shared with the help of ICT can nurture better giving up of ideas of a quality common to a group. ICT made able to teaching and learning will go on (forward) in the direction of having power over and power-giving teachers and students should join hands with person doing teaching's new first moves methods in order to become owner of knowledge. ICT lead a new thing of Open about education useable materials (OERs) which enables storing and use again of news given materials enables the connection among the teachers as well as learners. ICT given power to education will eventually lead to right to education for all persons having rights in the nation.

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