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Use of Educational Technology in Sidho Kanho Birsha University

Sourav Mahato

Assistant Professor,

Mudo Tamo Memorial College, Ziro, Arunachalpradesh

souravmahato108@gmail.com

Abstract-Educational Technology is very important issue in higher education in present age. The investigator tried to understand the extent use of educational technology in masters level in Sidho Kanho Birsha university in West Bengal. He collected 150 samples (students) with direct and indirect method from different departments and used open ended questionnaire to collect the data and then analysed the data with item analysis. The finding of the study is not satisfactory. Many departments don't use general educational technologies like power point projector, smart board, computers, films etc. software of educational technology in classroom are rare in higher education of that university. But out of classroom seminars are used in most of the departments. Education department and science departments are forward in this issue. The ongoing process of the university is positive in this issue.

Keywords: Educational technology, power point projector, smart board, software of educational technology.

INTRODUCTION

Educational technology is an overgrowing area in higher education. As indicated by publications, innovations of educational technology in higher education are dynamic. While advancements like online language classroom, online courses, digital time capsule, homework help site, flipped classroom, e-learning, teleconferences, collaborative learning, team teaching and others are not new to education, the speed, reach and implication of current innovations are. The abilities are to interact, collaborate, challenge, engage and connect have reached new heights and continue to branch to even more unusual possible.

According to the data published by Pew Research Centre (2011), use of educational technology has reached staggering levels. The following are relevant data points:

- 89% of four-year public universities offer online courses; the rate is 60% for four-year private universities.
- 50% of college presidents predict that in 10 years, most students will have taken courses online;
- 62% of college presidents predict that in 10 years, more than half of the text books used will be digital;
- 57% of college graduates have used a Smartphone, laptop or tablet to some degree during class; most institutions do not have clear policies regarding use of such gadgets; for most institutions, it is up to the individual instructors to manage such uses. (Taylor, Parker, Lenhart, and Patten, 2011, pp. 1-2)

Through a project, European Virtual Campus for Biomedical Engineering (EVICAB) reported (January, 2006) that modern virtual mobility and e-learning support the harmonisation of higher education programmes; improve the quality of and comparability between the programmes, and advance post graduate studies, qualifications and certification. (Tempere University of Technology. Publication 901. Asta Kybarataite .p.2)

Such other many studies have found positive effect in higher education associated with educational technology. Most experts in the field of education agreed that, when properly used, educational technology in higher education programmes hold great promise to improve teaching and learning in addition to shaping workforce opportunities.

The modern higher education system is exposed to advanced educational technologies. This diffusion of educational technology requires proper use of ET in teaching-learning process in colleges and universities. This study will examine such methods of communication, teaching strategies, learning techniques, instructions with the goal of encouraging the effective use of educational technology for teaching-learning process in post graduation, an important area of higher education system. For

expanding role of global competition and workforce, collaboration extends to corporate-university partnerships, globalisation of higher education, understanding the challenges in rewiring education, innovations, quality teaching-learning and other issues use of educational technology is very important in post graduation studies of colleges and universities in West Bengal. The present study aims to know the recent educational technologies used in post graduation in West Bengal regarding the variables that impact the uses in teaching-learning, to justify the position of West Bengal for the use of modern educational technologies in post graduation, to discover the barriers for using educational technologies in post graduation, and to supply the remedies to promote modern post graduation teaching learning process through proper educational technologies.

ESSENCE/NEED AND SIGNIFICANCE OF EDUCATIONAL TECHNOLOGY IN POST GRADUATION

The expanding role of online learning in higher education: More than two thirds of participants from academic settings of higher education say their institutions offer online courses today. The specialisation, customisation and convenience that distance education affords has found an eager audience among students, working professionals and employers. Many academic institutions, and especially those with a public service mandate, consider online learning key to advancing their mission, placing post graduation education within reach of people who might otherwise not be able to access it. While distance education programmes continue to grow in number and to improve in quality, most survey participants see online courses as a supplement to face-to-face classes. Corporate participants hold this view most staunchly. Few participants say that online and in-class students are likely to take the same classes together and compete for top grades. (report of EIU,2008)

Global competition and the workforce: In today's technology enabled knowledge economy, many universities find themselves facing a new challenge: how not only to equip students with an adequate education in their field of study, but also to arm them with the skills and knowledge required to leverage technology effectively in the workplace.

Although employers expect graduates to have assumed most of the requisite technology skills before joining their organisations, on the job training will be necessary for them through technologies.

Collaboration extends to corporate-academic participants: More and more universities look to the private sector to support and extend technological advances. 93% of private sector respondents say that quality of university's technology will be a significant factor in their decision making process. Universities used private-sector resources to sustain technological leadership, but on the other hand they must demonstrate technological powers in order to attract that investment in the first place. (Report of EIU, 2008) Besides the issue in the age of globalisation corporate programmes among government and private universities and colleges are essential for prosperity of outcomes which could be succeed only with great height of educational technologies.

The challenges in rewiring education: Although universities and colleges view educational technology as having a largely positive impact in post graduation, they acknowledged several challenges. The biggest of these may well be cost. Entrenched departmental cultures may be another hurdle, as academic faculty members accustomed to traditional modes of instruction may be disinclined to change. Tenure and promotional requirements will need to be re-weighted to include technology based teaching criteria. Educational technology is enabling multi model teaching, changing curricula and spawning reach forms of online study and collaboration. Online collaboration tools, software that supports individually paced learning, learning management system are expected to improve academics in post graduation.

STATEMENT OF THE PROBLEM

The problem for the present study may be specifically stated as below:

Use of Educational Technology for teaching learning: A survey study on PG Students of West Bengal.

NEED AND SIGNIFICANCE OF THE STUDY

Post graduate level is very important stage in modern education system in West Bengal and educational technology roles as a significant factor in this course, this is why we should study that is there proper and sufficient utilisation of educational technology in this level in West Bengal, is there utilisation of updated educational technologies, if any problem how can we solve.

OBJECTIVES OF THE STUDY

1. To ascertain the extent of use of educational technology for teaching learning process in PG level in West Bengal.
2. To compare the extent of use of Educational Technology between P.G. male- and female-students in West Bengal.
3. To compare the extent of use of Educational Technology between P.G. Rural- and Urban students in West Bengal.
4. To compare the extent of use of Educational Technology between P.G. General- and ST,SC,OBC-students in West Bengal.
5. To compare the extent of use of Educational Technology between P.G. Arts- and Science stream students in West Bengal.
6. To compare the extent of use of Educational Technology between P.G. 1st semester- and 3rd semester students in West Bengal.

POPULATION OF THE STUDY

The P.G. Students of Sidho-Kanho-Birsha University in Purulia district of West Bengal comprised the population of this study.

SAMPLE AND SAMPLING PROCEDURE

150 students (both boys and girls) of Sidho-Kanho-Birsha University of Purulia district of West Bengal were taken as representative sample for the whole population. Stratified random sampling technique was followed for selecting the samples. Only Arts and Science students were selected following random sampling technique.

TOOLS USED

Observation, Interview, and Open ended questionnaire were used for collecting the data.

ANALYSIS AND INTERPRETATION OF DATA

In the present study, the researcher took the help of item analysis to analyse the collected data.

1. Use of hardware by students: The students use books, exercise books, diaries, pen and other general commodities in classroom. Math students' use mathematical aids like calculator, scales etc. Physics, Chemistry, Geography and Biology students use subject related special aids in classroom and laboratory. Most of The students not use laptop, computer in classes. Only the science students have opportunity to use computers in lab.

2. Hardware instructional aids used by teachers: Generally teachers use projectors and laptops to teach in classroom. In the case of language subjects motion pictures are used. Computers are used in lab. Tap recorders, video recorders, television, CC TV are not used generally.

3. Software instructional aids used by teachers : Teachers of science and Geography departments use various types of software instructional aids like pictures, graphs, charts, maps, globes, diagrams, photographs, models, slides etc. Other departments use the aids sometimes.

4. ICTs used by students: Students use ICTs to complete dissertation papers and term papers. But they generally not use modern ICTs to study and learn. Most of the students are not skilful to utilise them. Only science departments have departmental lab to use computers, laptops, multimedia, networks, email and internet. Students use power points for paper presentations in seminars and departmental programmes. The idea of virtual classroom system is not utilised.

5. Educational technology in teaching methods and strategies: Generally teachers use lecture method to teach students in classes. Group discussion method, question-answer method is used to teach. Demonstration method is used in science departments. Project method is used in Geography department. Problem solving method, heuristic method, brain storming method are not used generally. No team teaching system is used. Computer Assisted Learning and Computer Assisted Instruction are not used here. Multimedia strategy is used sometimes. No action research is utilised to solve the class problems and to improve the teaching. No programme instructions are used.

6. Educational technology in evaluation system: There is semester system to evaluate the students formally. Class tests, unit tests, assignments, interviews, practical - evaluation system is there. No grading system is there in evaluation. No teacher evaluation system is there.

7. Educational technology in Self - learning: No self - learning technologies are used as programming. But there is opportunity of self learning in labs through Internet.

8. Educational technology in library: No digital library system is there.

9. Language laboratory: There is no language laboratory in language departments.

10. Seminars, workshops are arranged in every department.

11. There is opportunity of excursions, field trips or visits in every PG course.

12. There is utilisation of ET in Physics, Chemistry and Biology laboratories.

13. There is no opportunity of teleconferencing.

14. In the case of using ICTs urban students are more efficient than rural students due to their good opportunity of using ICTs in towns.

15. Senior students are more efficient in educational technology than junior students due to more experience in ET in this level.

16. Boys are little forward than girls to utilise educational technology.

17. General students are forward than ST, SC, OBC students, to utilise educational technology.

18. Science students are more efficient in educational technology than arts students due to good opportunity of educational technologies in science departments.

FINDINGS

1. The use of educational technology in teaching learning process in post graduate level in West Bengal is not sufficient. Although primary instructional aids are utilised in teaching -learning process, but modern and updated instructional aids and systems are not utilised to promote the process. Refresher courses and training of educational technology to teachers, financial investment regarding educational technology , training of ICT to students are necessary to ensure effective teaching- learning process in post graduate level in West Bengal.
2. Male PG students are little forward than female PG students in utilisation of educational technologies in teaching learning process.

3. Urban students are more forward than rural students in utilisation of educational technology due to more opportunities of education ,training and technologies in towns.
4. General students are more forward than ST, SC and OBC due to better financial conditions.
5. Science students are forward than arts students in use of educational technologies due to good opportunity of educational technology in departments and courses.
6. 3rd semester students are more efficient than 1st semester students in educational technologies due to their more technological experiences in PG than first semester students.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. For the promotion of teaching-learning process proper utilization of Educational Technology is necessary in West Bengal.
2. University and college administrations should provide more facilities of educational technology to P.G. departments.
3. Training of ICT should be provided to post graduate students of West Bengal.
4. Training of hardware and software instructional aids should be provided to college and university teachers in West Bengal for proper utilisation of educational technologies in post graduate departments.
5. Modern educational technologies should be utilised in evaluation system of post graduate level in West Bengal.
6. Action researches are necessary to continue the effective utilisation of educational technology of in post graduate level of West Bengal.

LIMITATIONS OF THE STUDY

1. The investigators could not include all the students in this study.
2. This study was conducted only in a particular district (Purulia) of West Bengal.

CONCLUSION

There is good utilization of educational technology in post graduate level in West Bengal. Although there are few drawbacks, through good planning, good investments, good trainings, sufficient updating and necessary researches we can achieve the proper and sufficient utilisation of educational technology in teaching learning process for effective and quality education in post graduation in West Bengal.

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