Role of ICT Technology in Modern Education for Growth of Indian Economy

[1]**Dr. A Abirami,** [2]**Sandeep Lopez,** [3]**Dr. P Ravi Kumar,** [4]**Dr. Prashant Mishra,** [5]**Anandhi G,** [6]**Dr. Indrajeet Ramdas Bhagat**

[1]Associate Professors Business School, Bangalore University, Bangalore

[2]QA Instructional Designer, University of the People, California & Research Scholar Regional Institute of Education, Mysore

[3]Assistant Professor (Sl.G)/EEE, KPR Institute of Engineering and Technology, Coimbatore

[4]Assistant Professor, Department of Management Studies, Pramod Ram Ujagar Tiwari Saket Institute of Management (PRUTSIM), Taluka- Kalyan, Thane, Maharashtra

[5]Department of Commerce, Government Arts and Science College, Navaluruttapattu, Srirangam

[6]Associate Professor, Research Supervisor and Head of Commerce and Management Faculty, Yeshwantrao Chavan College, Ambajogai Distt Beed Maharashtra

Abstract

Because of advancements in information and communication technology (ICT), higher education in India has accelerated. The ICT is the primary driver behind the efficient delivery of value education in higher education. ICT advancements have been taken into account in higher education frameworks around the world for the past twenty years. In this cutting-edge worldwide culture, the demand for smart and skilled workforce is growing steadily. Information and communication technology (ICT) is currently changing how higher education is organized in all nations. The study anticipates that India would pick the viability of ICT in sustaining the system of high level training structure in this nation. Accessibility, use, information, and cost are the four aspects that have been adequately identified from various supplementary sources. The exploration is seeking to analyze the impact of ICT by looking into these four elements. The models from various colleges and schools have been collected using the accommodation testing technique. to put the theory to the test and determine the result Different relapse analysis and exploratory variable analysis have been used. The study's findings demonstrate that one of the factors most influencing ICT feasibility is cost.

Keywords: Information and Communication Technology, Higher Education, India, Issues, Challenges

1. INTRODUCTION

With the use of information and communication technologies (ICT), we now live in a different world, sometimes referred to as a small town. Access to knowledge quickly and easily has given us the chance to develop. It offers advice in essentially every sector, including education. But education, which is itself referred to as a cycle of communication, has yet to catch up with the highest possible and ideal level of information and communication advancements. In particular, higher education, where the importance of representation and top-to-bottom idea creation cannot be overstated. In essence, this exploration essay looks at the problems, difficulties, and solutions for the high level advancement of ICT for educational repercussions at a higher level.

ICT refers to a broad phrase that unifies all electronic devices and inventions as a way to quickly gather, process, trade, and transfer information to others. It is feasible to study the integration of ICT, especially the web, into the educational framework as a potential catalyst for this sector's transition to 21st-century transformations. A cycle of legal, reasonable, and efficient sanctioning and organization of ICT in education can be expected to lift students' motivation to acquire knowledge and skills as lifelong learning and to enable both teachers and students to adopt a more effective approach to teaching and learning. ICT progress has generally altered corporate, administrative, and educational practices, as well as all other spheres of human endeavor. In agrarian countries like India, where education is still seen as a crucial foundation for social, financial, and political mobility, desire for education has reached its peak. For those who want to pursue an education, India is continually faced with a variety of obstacles, including legal, financial, semantic, and practical ones. In any event, it is believed that ICT can alter the nation's educational landscape.

The revolutionary potential of ICT in higher education in India has helped to increase the need for higher education in the nation through part-time and distance-learning programs. It frequently serves as a tool to overcome obstacles posed by time and distance in addition to financial constraints, a lack of instructors, and poor educational quality. According to Mooij (2007), distinct ICT-based education can be expected to provide more significant unwavering quality, legitimacy, and competency of information assortment as well as more significant ease of examination, assessment, and translation at any educational degree. ICT has an increasing role in education even if the world is moving quickly toward modern media. The way that knowledge is disseminated today has evolved, as has the way that teachers interact and communicate with their students. Additionally, it can foster student unity and provide organizational structures that rise above limitations.

Figure 1: Education Quality

THE IMPORTANCE OF USING ICT IN TEACHING-LEARNING PROCESS

It is commonly acknowledged that ICT plays a crucial role in enhancing working conditions, information processing and interchange, educational techniques, scientific research, and information access. Lecturer can use her ICT to facilitate peer discussion, critical thinking, and learning. Technology-based instruction may not be required in every class, but overall, it provides relevant models and demonstrations, reorients classrooms, schedules students for the workforce, and improves education. Most beneficial because it increases flexibility, improves access, and meets public demand. for efficiency. Research shows that the primary purpose of using technology in the classroom is to provide value to students. This increased value should affect student performance. In their opinion, ICT has great application potential in course delivery.

A few scholars believe that technology has the ability to change how pupils advance and how teachers teach. According to certain authors, technology might "revolutionize" education. In other words, ICT assist instructors and students with developing their abilities, and when appropriately applied, they might alter the jobs and social conventions in the classroom.

The Certificate, Graduation, Post-Graduation, Doctoral, Post-Doctoral, and Cooperation educational projects are included in the Higher Education Framework in India and are offered to candidates to select under schools, organizations, colleges, and examination focuses in order to enhance their insight for practical ramifications. In India, a huge number of educational foundations owned by the government or with confidential information have been established. The main objective of educational institutions is to effectively disseminate information through the proper use of its resources, which include lecturers, classrooms, libraries, and research centers. Each program has clear outcomes, but the most well-known outcome is that it prepares the participants for further exams or professional skills.

2. LITERATURE REVIEW

Pegu (2023) examined the role of ICT in higher education in India in his review, "Information and Communication Technology in Higher Education in India: Challenges and Amazing open doors." The evaluation found regrettable entry of ICT programs in higher education, and due to lingual diversity, it is necessary to create content in local/provincial dialects. Additionally, there are a lot of opportunities because these initiatives may successfully achieve the desired learning outcomes.

Chandha (2015) presented her viewpoint on mechanical learning gadgets for learning in her review titled "ICT and Present Homeroom Situation". In order to provide a favorable methodology towards the effective execution of ICTs, she illustrated several ways of integrating ICTs to the level of homeroom instruction and proposed workable plans to do so. Deol (2015) looked into the "Viability of CAI Projects on the Accomplishment in Educating of Social Examinations" in order to determine the effectiveness of PC Assisted Guidance (CAI) programs in regards to the success in the teaching of social investigations. He used 50 students from the ninth grade at Sant Sundar Singh Public Higher in the Punjabi area of Ludhiana as an example. As a final demonstration, he administered the Raven-created Standard Moderate Frameworks Test to the understudies whose results were below average. He then conducted his investigation after randomly selecting 14 students from each of the control and exploratory groups. He discovered that the exploratory group's accomplishments were higher as compared to the benchmark group after the CAI program was administered to the trial lot. This shows that ICT programs may have aided in improving subject comprehension. Kaur (2015) found that the transition to study halls with technology implants necessitates a change in educator preparation in her review titled "ICT Culture in Educator Education". She suggested various types of contributions to educator preparation, such as information on fundamental hard drive skills, understanding framework programming, using media, an introduction to open source programming, and social, legal, moral, and medical problems, among other things, that are worth executing in educator preparation programs. Her goal was to make understudy instructors aware of ICTs and ensure their similarity to creative advancements.

In her assessment titled "Mix of ICT in Educator Education" published in 2015, Sandhu focused specifically on the problems and worries related to integrating ICT into programs for educator education. Making educators comfortable with creative innovations is one of the key concerns to take into account, she said, as their comfort level would help with integrating ICTs into the homeroom teaching. It is necessary to alter educator education in order to prepare teachers for changing circumstances.

In their review titled "ICT in Instructing Growing experience for Higher Education: Challenges and Amazing open doors" [9], Girish and Sureshkumar (2017) focused on the difficulties and opportunities associated with implementing ICT in the homeroom for teaching and growing experience. Additionally, they concentrated on the factors that needed to be altered completely in order to fully realize ICT programs' potential for improved teaching and learning. They identified a number of issues, including high costs, a lack of the core support needed for the intricate operation of ICT-enabled learning tools, and the unfulfillment of basic requirements like electric inventory, among others. In the end, ICT implementation has open doors since the learning outcomes made possible with their help have significantly improved.

3. ICT IN HIGHER EDUCATION

Throughout the 1990s, a variety of factors combined to force institutions of higher learning to look into the expanding opportunities that information and communication technology (ICT) presented in terms of both improving teaching methods and concurrently changing how chairs and academics drew in with many student partners. As we enter the twenty-first century, a variety of factors are significant areas of strength for implementing ICTs in education, and current trends suggest we will soon witness significant shifts in how education is organized and delivered using ICT. Furthermore, given how quickly new developments develop and alter, higher education frameworks ought to keep pace with improvements in knowledge and skills. Colleges must ensure that their students have the necessary knowledge, skills, and capacities to compete successfully in today's unquestionably global and competitive market."The ICT strategy in higher education targets preparing young people to creatively participate in the foundation, feeding, and development of an information society prompting all-around financial improvement of the nation and global intensity ICT is used for
organizational and executive objectives in addition to for the delivery

of presentations and materials. Clearly, the use of ICT has benefited regulatory capacities such as understudy enrollment, grades, course schedules, and in any case, staffing assessment. Higher education must incorporate ICT, and the emphasis will be on using it to strengthen the foundation for open and distance learning. The specific role of ICT in improving research skills should be acknowledged in institution- and region-wide higher education ICT strategy and planning, which should also contain a suitable foundation backed by limit building. Through institutional collaboration, computerized libraries, access to online data sets, organization, and other services can be improved to ensure the best use of ICT skills and resources.

3.1 Process of Communication in ICT

The process of communication is a two-way process. It happens between two persons one to one or one to many in a group communication. Communication between the sender and the receiver through some media/ channels of communication. Here the sender or the source, sends an idea as a message to the receiver, through some channel or medium.The following diagrammatic presentation makes it clear about the process/ model of communication.
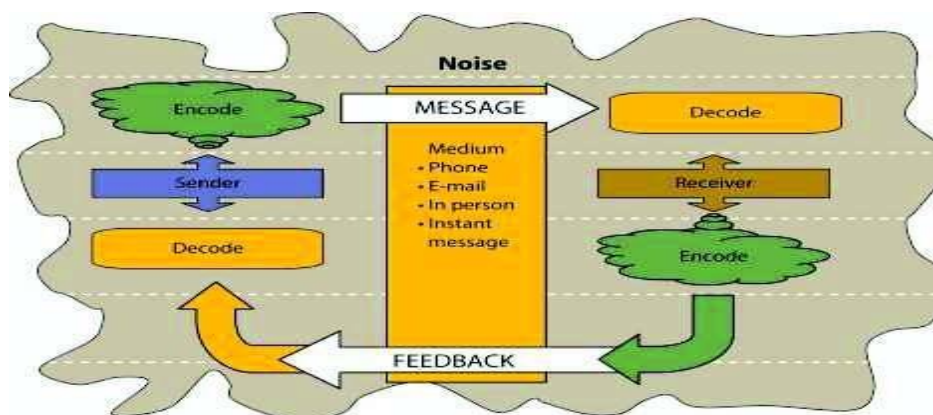

Fig 2 : ICT Process Communication

ICT can play important roles in higher education, for instance.

• Increasing the local college community's access to cycles for developing existing arrangements, regulations, and techniques.

• Relationship between college executives and organizations that use facades and interior spaces

• Increasing responsibility and openness in the collection, use, and administration of money and money-related resources.

• Watching how various duties, including teaching and research, are carried out

• Improving various College procedures

4. CHALLENGES AND ISSUES FOR ICT IN HIGHER EDUCATION

• Problems with India's Education Framework Concerns over access and admission to education continue to capture the attention of all segments of society.

• As a result of sustained efforts over many years, the country can now boast maybe one of the largest High ring structures ever.

• As throughput has increased and the number of students aspiring to higher education has been continuously rising, concerns about the value of education and other value-related issues have also begun to surface.

• The experiment to develop alternative educational strategies is ongoing!

• Frameworks for effective administration of the Higher framework are being catered to in the areas of education, educator capacity building, and information.

• As information and communication technologies grow, they become more accessible, dependable, and developed, making it possible to use ICT for education more and more realistic.

5. Objectives of Educational Technology

The main objectives of Educational Technology are:

- To modernise the learning methods and techniques after systematizing them so that these may be turned effective according to the needs of the changing era for the unknown future.

- To bring about desirable modifications in the behaviours of the teacher's and pupilsby improving the teaching, learning and evaluation conditions.

- To make the classrooms teaching easy, clear, interesting, effective, understandable, objective and scientific.

- To help in increasing various facilities by solving the most complicated problems of human life so that the human life may carry on its progress continuously.

- To identify the educational needs and aspirations of the community.

- To determine the aims, objectives and in general the structure of education.

- To develop an integrated curriculum of arts, science and human values.

- To identify and locate material resources and strategies for achieving the desired aims ofeducation.

- To develop specific models of teaching to bring about an improvement in the teaching-learning process.

6. Concept and Importance of ICT

ICTs stand for Information and Communication Technologies and are defined, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information." These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. Information and Communication Technologies consist of the hardware, software, networks, and media for collection, storage, processing, transmission and presentation of information (voice, data,text, images), as well as related services. ICTs can be divided into two components, Information and Communication Infrastructure (ICI) which refers to physical telecommunications systems and networks (cellular, broadcast, cable, satellite, postal) and theservices that utilize those (Internet, voice, mail, radio, and television), and InformationTechnology (IT) that refers to the hardware and software of information collection, storage, processing, and presentation. For the purposes of this policy, Information and Communication Technologies are defined as all digital devices, tools, content and resources, which can be deployed for realising the goals of teaching-learning as well as management of the educational system. According to National Research Council, Learner-centered environment is where "the careful attention is paid to knowledge, skills, attitudes and beliefs of the learners in the classroom". ICT finds its use in education for the following reasons:

- ICT assists students in accessing digital information

- ICT promotes collaborative learning in a distance-learning environment

- ICT offers opportunities to develop critical thinking skills.

- ICT produces a creative learning environment.

- ICT improves the quality of teaching and learning.

- ICT supports teaching by facilitating access to course content.

Scope of ICT

ICT has a vast scope in the field of education. At all levels of education, whether at school or college, ICT has promising results. These encompass the areas such as teaching- learning in and outside the classroom, in regular face-to-face set-up or distance mode. Thus, the scope of ICT in education can be discussed in detail under the following sections.

Use of ICT in teaching-learning process: The common use of ICT for teachingincludes preparation for notes, teaching learning resources and examinations. This does not enable teachers to radically change their pedagogical practices. Teachers need to go beyond such simple use by involving students to use ICT so as to transfer students' learning. The bestway of using ICT by teachers in teaching-learning process is to see that students are motivated to use technology which takes care of concentration on technology or on the teacher at a given time in the classroom.

Use of ICT for Publication purposes: The educational uses of ICT for publication purpose is mainly to disseminate information or ideas and share them with the schoolcommunity, public, governmental organizations within the country or abroad. These productsof publication take the shape of a newsletter, brochure or a website. Students can publish a newsletter by procuring the information related to an organization-Governmental or Non- Governmental. While taking up publishing work, student play roles such as editors, reporters,authors and designers of the newsletter. Later they also plan, design, create and distribute them in and outside the school for the people concern.

Use of ICT in Evaluation: Evaluation is a significant part of teaching which comprises the learning process and also the provision feedback to learners. Teachers in traditional face-to-face situations use interaction as an opportunity to provide feedback to learners, besides communicating their strength and weaknesses. With the advent of technological developments, there is limited opportunity for face-to-face Interaction. Now, teacher uses a combination of two forms of evaluation: Formative Evaluation: This is used asa learning tool, and to give and gain feedback on learner ability and performance. SummativeEvaluation: This is an evaluative method for grading and making a judgement about the participant's achievement in a course. Formative evaluation can take the form of any one or many of the following types of assignments:

- **Portfolios:** Portfolios are the collection of a student's work over a period of time.They take the form of action plan without comes which is at various stages of implementation; a series of paintings with student self-reflection; or a collection of essays accompanied by an annotated bibliography and critique.

- **Reports, essays and journals:** These belong to specific kind on interest. These are aimed at developing critical thinking skills and to make judgements about various actions, plans, ideology, movements in history or a discipline specific collection of readings.

- **Case studies and scenarios:** These are used to develop analytical skills based on a specific area or knowledge.

- **Online (asynchronous) conference discussions and synchronous oral examinations:** These evaluation techniques favour learners who are skilled in presenting thoughts and ideas through inter-personal interaction.

Use of ICT for Research purpose: Products and processes of ICT provide access toa lot of information on innumerable topics produced by people of diverse areas and fields across the globe. This information is either singled out in combination of the form of text, images, sounds, videos and animation. For research, sifting through a number of websites in search of relevant, authentic and high quality information is a challenging experience. So, while looking for resources one of the easiest and safest methods of researching is to use directories. These aspects lead to collaboration of research work in which the different areas or processes of the research project can be shared to produce quality results and achieve the desired goals.

Use of ICT for Administration: ICT for administration purposes include the preparation of school announcements, reports, letters and student registration. ICT makes the work of the heads of school easy and manageable and document storage saves a lot of space, as physical files are replaced by electronic ones.

Use of ICT for Personal Purposes: At the personal level, ICT is used for communication, personal development and entertainment purpose. Again, most usage will be to search for and store information, and submit online application-

subscription, purchase or other personal uses.

Use of ICT for Professional development: ICT uses for professional development is indicated in searching for information for self-study and communication. This enhances teacher's confidence in their areas of specialization. To further their teaching career, few teachers use ICT and consequently motivate others to use ICT.

Characteristics of ICT

The characteristics of ICT in education can be discussed in detail under the following headings:

Student-centric: In these classrooms, students play an active role in their learningand teachers serve as mere guides. They are more facilitators of learning than lecturers. They help students think critically and learn by doing and act as a resource while their students discover and master new concepts. Student-centric classroom environments put students' interests first and are focused on each student's needs, abilities and learning styles.

Computing devices: Computers are readily available in modern classrooms, sincethey are essential tools for 21st century students and replace the utilities of pen and paper. They not only give students the means to conduct online research and master the technology skills they need, but they also give teachers the opportunity to enhance their lessons. The ability to deftly operate a computer is a critical 21st century skill. Computing devices greatly assist in teaching and learning and make them more engaging and effective.

Active learning: In modern classrooms, students are actively engaged in what they learn. Students participate in more active learning by working in groups or on computers and complete projects and other interesting activities that help them discover new skills. Students can learn actively by talking and listening, writing, reading and reflecting. When students are encouraged to take an active interest in learning, they are more likely to retain the knowledgethey've accumulated.

Adaptive learning: Any classroom will always have students of different types of learning abilities in it which often makes it difficult for teachers to make sure that all of them understand the concepts. The modern approach of adaptive learning gives students the freedom to learn at their own pace and in the way they are most comfortable with. There are various kinds of software available for adaptive learning that teachers can use to enhance the learning of their students.

Invitational environment: The classrooms should not be cramped or overcrowded. Modern classrooms should have the basic material required for teaching such as, interactive whiteboards and LCD projectors. The BYOD (Bring-Your-Own-Device) approach can be adopted, so that students can bring their laptops or tablets to the classroom for better personalized learning. Teaching with technological material is more effective, stimulates student engagement, eases the work of teachers and makes it easy for students to focus on learning.

AIMS AND OBJECTIVES OF NATIONAL POLICY ON ICT IN SCHOOLEDUCATION IN INDIA

The National Policy on Education 1986, as modified in 1992, stressed the need to employ educational technology to improve the quality of education.

The policy statement led to two major centrally sponsored schemes, namely, Educational Technology (ET) and Computer Literacy and Studies in Schools (CLASS) paving the way for a more comprehensive centrally sponsored scheme – Information and Communication Technology@ Schools in 2004. Educational technology also found a significant place in another scheme on upgradation of science education.

The significant role ICT can playing school education has also been highlighted in the National Curriculum Framework 2005 (NCF) 2005. Use of ICT for quality improvement also figures in Government of India's flagship programme on education, Sarva Shiksha Abhiyan (SSA). Again, ICT has figured comprehensively in the norm of schooling recommended by the Central Advisory Board of Education (CABE), in its report on Universal Secondary Education, in 2005.

With the convergence of technologies, it has become imperative to take a comprehensive look at all possible information and communication technologies for improving school education in the country. The comprehensive choice of ICT for holistic development of education can be built only on a sound policy. The initiative of ICT Policy in School Education is inspired by the tremendous potential of ICT for enhancing outreach and improving quality of education. This policy

endeavours to provide guidelines to assist the States in optimizing the use of ICT in school education within a national policy framework

7. RESEARCH METHODOLOGY

A framework for gathering and sorting information is provided by an assessment design. The authors used elucidating exploration for this investigation, and a cross-sectional examination arrangement was used. Through a pre-attempted review, the essential data for the assessment has been gathered. The information that will be gathered from doctorate proposals, periodicals, publications, reliable sources, and so forth is discretionary information. Scientists gathered the data for this investigation from several West Bengali schools and colleges. The locations from which the information was taken are the well-known West Bengali cities of Burdwan, Malda, Siliguri, Kolkata, and Medinipur. The areas were picked based on how close various schools and institutions were to them other. The comfort-testing process has been used to determine the responses from various students in schools and universities, as well as from teaching personnel and non-teaching employees. Specialists distributed 450 questionnaires to various respondents, and 386 properly completed surveys were returned to the specialists. Information was gathered from various respondents using a simple, straightforward survey made up of closed-ended questions.

7.1. Hypotheses of the Study

• The accessibility of ICT is significantly influencing its efficacy in the education sector.

• The use of ICT is significantly affecting how well it works in the field of education.

• The effectiveness of ICT in the education sector is significantly impacted by knowledge from ICT.

• The cost of ICT is significantly affecting how well it works in the field of education.

8. ANALYSIS AND RESULT
8.1. Validity & Reliability Analysis

The two types of legitimacy that make up the build legitimacy are linked legitimacy and separate legitimacy. Here, there is a strong co-association coefficient between the different part variables, and a larger percentage of the co-association coefficients are at higher levels. As a result, it demonstrates that the joint legitimacy is present here. Despite the strong co-association coefficients between the parts of a given component, the relationship between one variable and the variable of a different component is just as tenuous. Here, it similarly demonstrates the legitimacy of segregation.

Table 1: Data on overall reliability

Cronbach 's Alpha	Number of Items
.982	24

For the most part and individually, a Cronbach alpha more than 0.70 indicates that the consistency scaling is excellent in many circumstances, and from the analysis it is shown that the Cronbach's Alpha result is 0.982. When the respect is greater than 0.70 in a demonstration of hatred, the expert can assume that the Cronbach's Alpha result is sufficient and, if necessary, the examiner can move forward with the additional assessment. Both face validity and content legitimacy have been carried out with the help of the master's ideas.

This evaluation made use of the exploratory component investigation (EFA) feature of SPSS 21. The authenticity test and the model's wellness have been examined by the assessment and model.

Table 2: Test of KMO and Bartlett

| Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.736
Bartlett's Test of Sphericity	Bartlett's Test of Sphericity	Approx. Chi-Square	3823.548
		Df	324
		Sig.	.000

Here, the four important points excluded from the element assessment, which consists of 23 significant aspects, are availability of ICT, utilization of ICT, information from ICT, and cost of ICT. The most important aspect in the "Accessibility of ICT"-related factor is "Accessibility of overall around furnished Information Technology lab in school/Higher". People in West Bengal who are involved in higher education are also impacted by the availability of fast internet for individual devices and IT labs via Wi-Fi, online mixed media/video conferencing during lectures in the study hall (Shrewd Homeroom), the availability of an advanced library in IT Labs, and the availability of an IT Lab for round-the-clock access inside the campus or outside through PDA applications. The most influential factor in the "Utilization of ICT"-related factor is "Use of latest advancement of ICT in school/college," followed by "Use of sight and sound device instead of Chalk and Board," "Use of web for tackling tasks and exercises notwithstanding digital books/e-diaries," "Use of Wi-Fi in college/universities to get to information through PDAs, tablets, and so on," and "Use of web for Use of ICT for different participation recording frameworks, use of videoconferencing for live class addresses for students who can't attend, use of videoconferencing for monitoring student and instructor activity during class, etc. The most important variable in the "Information from ICT" related factor is "ICT in higher education framework gives information to work various gadgets," and the most important variable in the "Cost of ICT" related factor is "IT Lab services to the understudies bears ostensible charges as a part of educational expenses."

Relapse examination is currently being used to identify which of these factors has the biggest impact on how well ICT is used in higher education.

The four components that stand out from the component examination are cost, availability of ICT, use of ICT, and information from ICT. In this case, the viability of ICT in higher education was used as a reliant variable, while the additional four components were used as free variables.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.640	0.451	0.456	0.7836462	2.671
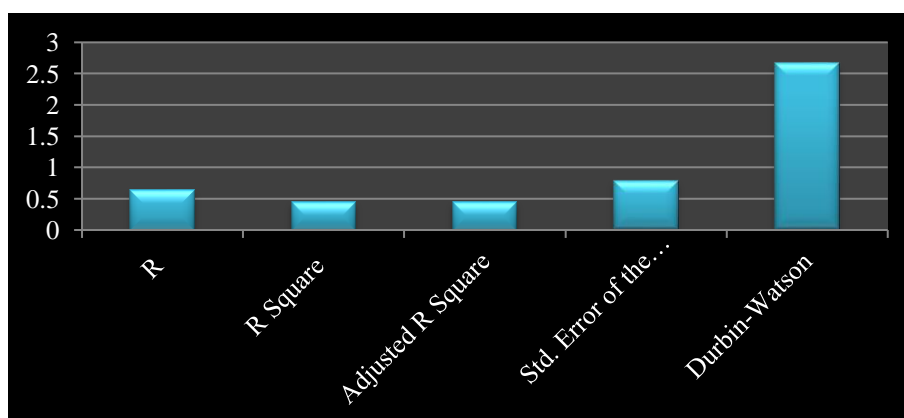
Figure 3: Model Summary

Table 4: ANOVAa

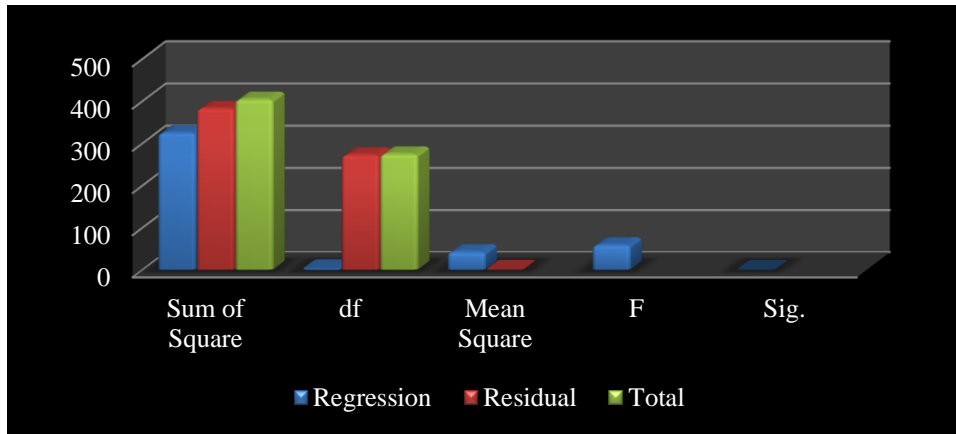|	Model	Sum of Square	df	Mean Square	F	Sig.
1	Regression	324.364	3	42.258	58.642	0.000
	Residual	382.408	272	0.674		
	Total	403.893	274			

Figure 4: ANOVAa

Table 5: Coefficient

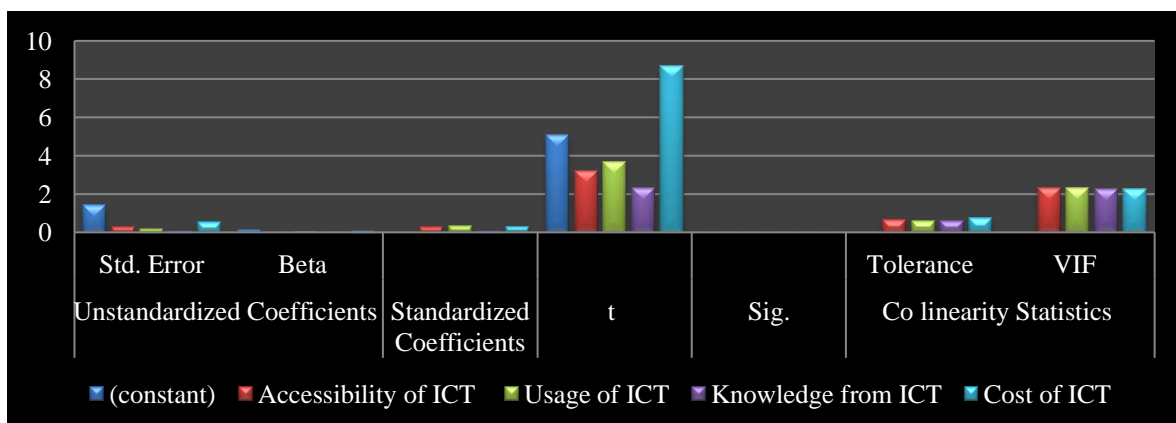|	Model B	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Co linearity Statistics	
		Std. Error	Beta				Tolerance	VIF
1	(constant)	1.445	0.144		5.098	0.000		
	Accessibility of ICT	0.282	0.036	0.272	3.234	0.000	0.678	2.356
	Usage of ICT	0.176	0.045	0.335	3.700	0.000	0.584	2.348
	Knowledge from ICT	0.062	0.042	0.056	2.320	0.000	0.625	2.248
	Cost of ICT	.523	0.053	0.322	8.703	0.000	0.753	2.250

Figure 5: Coefficient

The Change Expansion Element (VIF), which has been used to check for multi-collinearity, should be below 3 for a pleasant run. Here, all VIF considerations are within acceptable bounds, and it is assumed that the variables are free of multi-collinearity.

The reliability of ICT in high level training is the characteristic that is highlighted by the Connection coefficient (R), which for Model 1 is equal to 0.750. The R square, which is 0.562 or 56.2%, is crucial. Additionally, the centrality level in this case offers a 0.000 centrality level, which denotes that it is quite satisfactory.

The cost of ICT component has the highest unstandardized B assessment of 0.412, according to the coefficient table, and the highest essential t value of 9.802, according to the experts. Therefore, the cost of ICT has the greatest influence on how well it is used in higher education.

Utilization of ICT, with a B evaluation of 0.267 and a t assessment of 4.800, will be the second most raised topic after that. With an unstandardized B value of 0.193, openness of ICT ranks third, and information from ICT isn't too far behind. It is also clear from the results that all of the free factors—including availability, use, and cost of ICT—are measurably important and that none of them is below 0.01, indicating that they are all genuinely critical at a 1% importance level. But it is crucial, in order for the theories to make sense, that in each case, flawed hypotheses have been rejected and replacement theories have been accepted.

9. CONCLUSION

Any nation must prioritize higher education because it encourages civic engagement and the majority of the workforce that supports the nation. Frameworks for higher education are evolving swiftly in the future. It is important to ensure both quantity and quality in the educational system, which includes innovative teaching methods and technological advancements. Each and every field, including education, is using ICT. However, because of the problems mentioned in the essay, the use of ICT in education is almost delayed. The increased use of information and communication technologies (ICTs) has changed how higher education is taught and advanced at all levels, leading to increases in quality. With the integration of ICT in the framework of higher education, there are a wide range of potential results. ICT in teaching can support a few systems related to teaching and learning through the transmission of information and the assistance of information, as will generally be understood. ICT makes teaching and learning experiences less difficult due to their expansive and exact nature, and as a result, primary capacities can be offered to take additional advantage of something very similar. In this way, it should be considered that the usage of inventive mechanical preparation techniques is generally linked to the adjustment of the learning results. The educators and chiefs frequently present a simple and proper condition in the higher, foundations, and schools to increase the utilization of ICT.

ICT also focuses on changing the role of teachers during high level training, where, in addition to study hall teaching, different capacities and commitments of the educators would likely lead them to go as virtual assistants for students utilizing electronic media. Using ICT, learning experiences for students will be reinvented in a way that will also inspire them to reason creatively and unrestrictedly. The students can build fulfilling careers and lifestyles in a world that is undeniably engaged. Rapid improvements in technology are demonstrating that ICT employment in the future will substantially aid in preparing. If necessary, it is evident that ICT was used in the preparation. It may only be thought of that the usage of ICT during high level training structures may be a significant accomplishment factor for improvement, teaching, and changing learning structures that can inspire the teachers, directors, and students.

10. FUTURE SCOPE

• The capability of cutting-edge information and correspondence advancements should be used with the ultimate goal of extending the scope of fundamental counsel toward excluded and oppressed social events; and altering study hall instruction.

• To replace restrictive, pricey, and socially awkward academic designs with clever movement frameworks that are more expansive, more adaptable, and generally acceptable with long-term constancy in quality.

• Extra significant organizations are to be delivered through a technique that incorporates both the traditional preparation structure and every possible option presented by the non-formal division in order to make high level training organizations accessible to all that combines poor people, unaware adults, and youths outside the educational framework. Making the higher guidance structure free from various types of exceptional cases and isolation is a compelling argument.

These are the methods for creating a structure that is actually informative and can be used to achieve financial, modest, and all-around contentment. Through such a system, each person will be given access to enhanced and practically endless learning.

REFERENCES

1. Alam, M. M. (2016). Use of ICT in Higher Education. The International Journal of Indian Psychology, 3(4), 162-171.
2. Ali, G., Haolader, F. A., & Muhammad, K. (2013). The Role of ICT to Make Teaching-Learning Effective in Higher Institutions of Learning in Uganda. International Journal of Innovative Research in Science, Engineering and Technology, 2(8), 4061-4073.
3. S. Chandha, "ICT & Present Classroom Scenario, Effectiveness of CAI Programs on the Achievement in Teaching of Social Studies", E-Learning: A Boom or Curse, Twenty First Century Publications, Patiala, 2015. ISBN: 9789380748870
4. G.K. Deol, "Effectiveness of CAI Programs on the Achievement in Teaching of Social Studies", E-Learning: A Boom or Curse, Twenty First Century Publications, Patiala, 2015. ISBN: 9789380748870
5. SR Girish, C. Suresh Kumar, "ICT in Teaching-Learning Process for Higher Education: Challenges and Opportunities." IOSR Journal of Computer Engineering (IOSR-JCE) 19.4 (2017): pp. 24-28.
6. N. Kaur, (2015) "ICT Culture in Teacher Education", Transforming Teacher Education in Changing Scenario, Twenty First Century Publications, Patiala. ISBN: 9789380748856
7. U. Pegu, "Information and Communication Technology in Higher Education in India: Challenges and Opportunities", International Journal of Information and Computation Technology, ISSN 0974-2239 Vol. 4, No. 5 (2014), pp. 513-518
8. N.K. Sandhu, (2017) "Integration of ICT in Teacher Education", Transforming Teacher Education in Changing Scenario, Twenty First Century Publications, Patiala. ISBN: 9789380748856
9. Kirkwood, A. (2013). ICT in higher education: policy perspectives. In: ICT Leadership in Higher Education, 24-26, Hyderabad, India.
10. Shaikh, Z. & Khoja, S.(2013). Higher Education in Pakistan: An ICT Integration Viewpoint. International Journal of Computer Theory and Engineering, Vol. 5, No.3, pp. 410-413.
11. Toro, U. & Joshi, M. (2012). ICT in Higher Education: Review of Literature from the Period 2004-2011. International Journal of Innovation, Management and Technology, Vol. 3, No. 1, pp.20-23.
12. Adeyemi I. Idowu and Mary Esere, " ICT and higher educational system in Nigeria" - Vol. 8(21), pp. 2021- 2025, 10 Nov 2013 DOI: 10.5897/ERR09.044 ISSN 1990-3839
13. Dr. D. Hassan, "ICT in Higher Education: Opportunities and Challenges", IGJFRA Volume: 3 | Issue : 4 | April 2014 • ISSN No 2277 – 8160
14. Kanos Matyokurehwa, "Challenges faced in Implementing ICT in Higher Learning Institutions. A Botswana perspective" International Journal for Infonomics (IJI), Volume 6, Issues 1/2, March/June 2013
15. Upasna Thapliyal, "Equity in Higher Education: Exploring the Role of ICT" - Thapliyal, U. Educationia Confab ISSN: 2320-009X Vol. 2 No. 9, Sep 2013