International Research Journal in Global Engineering and Sciences. (IRJGES)
ISSN : 2456-172X | Vol. 7, No. 3, September 2022 – November 2022 | Pages 33-38

STUDY OF IT IN EDUCATIONAL INSTITUTION

D. Hemalatha
Assistant Professors
Department of Commerce, Jaya College of Arts and Science, Thiruninravur, Chennai, India
E. Jenifer
JP. G. Student, aya college of Arts and Science, Thiruninravur, Chennai, India

CHAPTER I

INTRODUCTION

An educational institution is a place where people of different ages gain an education, including preschools, childcare, primary-elementary schools, secondary- high schools, and universities. They provide a large variety of learning
environments and learning spaces.

The role of information technology in education

The role of information technology has proven the widening of educational access, giving the chance for the people who are interested to study for a qualification or a new career opportunity. Information technology has played a major role in the education sector. Most of the institutions are instructed to place their teaching materials online so that the students can access them outside of regular lectures and tutorials. Anyone who has a computer and they will learn or can study for a degree as well as for career change. Search engines on the internet make the research easier and provide all information in a quick deliverable way.

Scope of educational institution

Educational Technology is as wide as Education itself. Educational Technology implies the use of all educational resources – Men, Materials, Methods and Techniques, Means and Media in an integrated and systematic manner for optimized learning. The below mentioned technologies are included in it.

Behavioural Technology: Behavioural technology is the important component of Educational Technology. It puts emphasis on the use of psychological principles in learning and teaching so that the behaviour of the teacher and pupils may be modified in accordance of the teaching objectives.

Instructional Technology: Instructional Technology means a network of techniques or devices employed to accomplish certain defined set of learning objectives. Instructional technology implies the application of psychological, sociological and scientific principles and knowledge to instruction for achieving the specific objectives of learning.

Teaching Technology: Teaching is the social and professional activity. It is a process of development teaching is system of actions which induce learning through interpersonal relationship. Teaching technology is the application of philosophical, sociological and scientific knowledge to teaching.

Instructional Design: In order to bring desired changes in the pupils' behaviour, the teaching situations, working tools and new approaches were considered important in addition to the learning principles. The composite form of all these is instructional design.

Training Psychology: Training psychology is an important method of teaching and learning. Its development resulted out of the research work carried out on the complicated training problems and situations.

Training psychology emphasizes that the whole training task should be divided into three parts. These are:

Preparing outline of the task.

- Task analysis
- Putting the task in sequence. The main role of training psychology is in Teacher Education.
- Cybernetic Psychology: It's a part of training psychology. Cybernetic psychology accepts human beings as machine. Cybernetic psychology emphasizes the fact that all the methods of feedback bring the desired changes by controlling the behaviour of the pupil.

CHAPTER II
REVIEW OF LITERATURE

M Blackwell, S Cobb - Economic Development
… conducting economic analysis for educational institutions. Such institutions, because they affect … educational choice would have been, it is simply not possible to objectively quantify
IT governance in higher education institutions: A systematic literature review
M Khouja, IB Rodriguez, YB Halima - International Journal of Information Technology (IT) is a very important aspect for higher education institutions (HEI) …
aware that IT is a strategic tool for their institutions. On the other hand, IT Governance
Effective use of cloud computing in educational institutions
T Ercan - Procedia-Social and Behavioral Sciences, 2010 - Elsevier on the educational usage of the cloud services and how it will to higher education institutions
and different educational uses provisions and applications in institutions An empirical characterization of higher educational institutions.
AW Astin - Journal of Educational Psychology, 1962 - psycnet.apa.org
… Moreover, since MIT is a Private Institution, we would also expect it to differ from Ohio State
and Wisconsin on some of the correlates of the Private Control factor (eg, higher Tuition, less …
The challenges of E-learning system: Higher educational institutions perspective
L Shahmoradi, V Changizi, E Mehraeen - Journal of education
The development of information technology (IT) in education has led to the expansion of

new teaching and learning methods at universities. Implementation of E-learning programs at …

If you can't measure it, how can you manage it? Management and governance in higher educational institutions

J Broadbent - Public Money and Management, 2007 - Taylor & Francis

Evan Davis, the BBC's economics editor, described it well when It is this approach that I would like to advocate as it accepts We argue that in the context of

higher education institutions

An overview of cloud services adoption challenges in higher education institutions

A Alharthi, F Yahya, RJ Walters, G Wills -

So, in this study the users in universities such as IT staff and academic are more likely to use cloud education services if they feel that it is useful in education purposes. …

Towards the integration of sustainability in Higher Education Institutions: A review of drivers of and barriers to organisational change and their comparison against …

N Blanco-Portela, J Benayas, LR Pertierra… - Journal of Cleaner …, 2017 - Elsevier

… sustainability into Higher Education Institutions (HEIs); … barriers to change slowing or stopping

it. A systematic literature review … It also includes the type of Institution (private or public), the …

Competitive advantage, what does it really mean in the context of public higher education institutions?

HH De Haan - International Journal of Educational Management, 2015 - emerald.com

… in the life and activities of public higher education institutions (PHEIs), it is necessary to obtain data about the perceptions held by education practitioners in different sub-sectors and at …

CHAPTER III

PROFILE OF THE STUDY AREA

You can consider a broad range of post-secondary information technology studies in India. You could pursue many IT-related undergraduate degrees, with each usually taking 3 to 5 years to complete. Depending on the area of IT you wish to specialize in, here are some options:

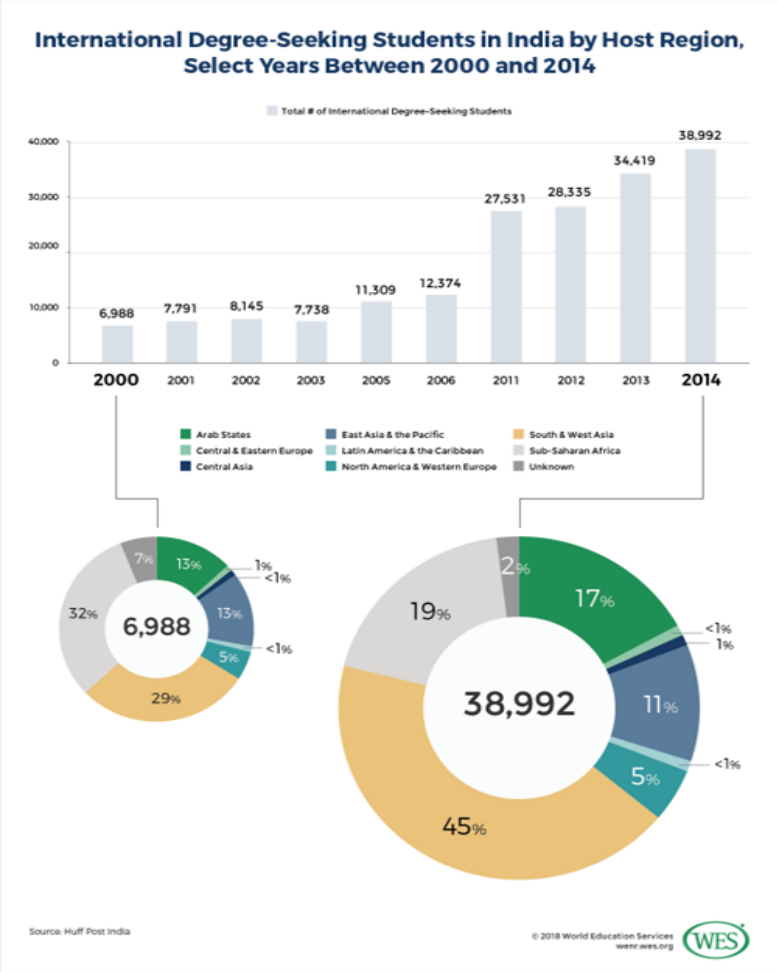
- Bachelor of Computer Applications
- Bachelor of Science in Hardware & Networking
- Bachelor of Science in Information Technology
- Bachelor of Technology (IT)

India has several public university systems dedicated to technology education, as well as the Indian Institutes of Information Technology. At the Indian Institute of Information Technology, Allahabad, you can earn a four-year Bachelor of Technology in Information Technology.

Depending on the institution and its programmes, you could take classes on topics ranging from fundamentals like math and physics to more advanced subjects like computer networking, data structures, network security, computer programming and artificial intelligence. IT professionals

may seek additional post-graduate studies in the form of master's or doctoral degrees. You can also pursue certificate programmes targeting a particular aspect of IT.
These are just a few of the many choices you have when looking into an IT education. With so many colleges and institutes offering computer-related education, take your time to make sure you find the best one for you.

CHAPTER IV
DATA ANALYSIS AND INTERPRETATIONS



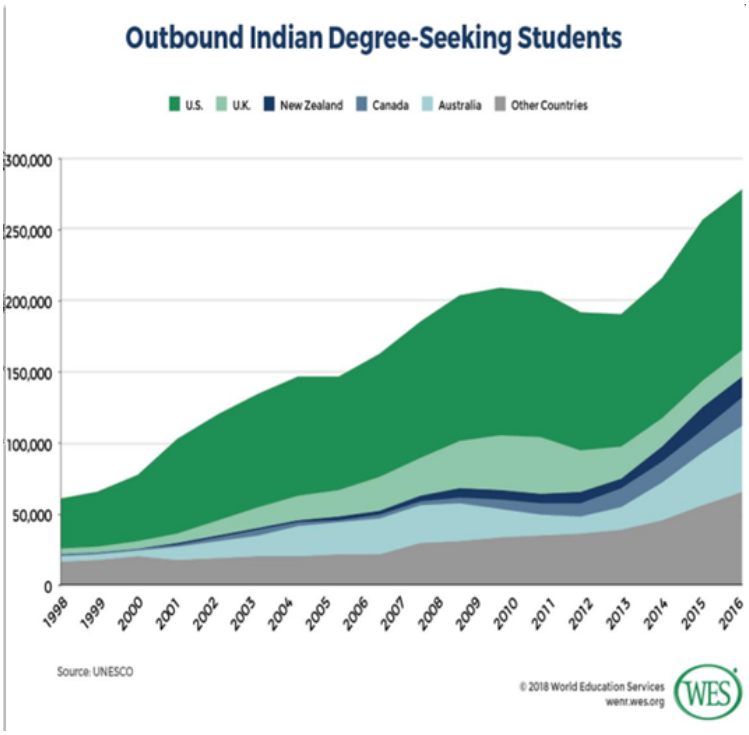
OUTBOUND STUDENT MOBILITY

Student mobility trends in India are of great interest to university admissions personnel in the U.S., Australia, Canada, the United Kingdom, and increasingly in countries like Germany or China. India is currently the second-largest sending country of international students worldwide after China, and outbound student flows are surging. The number of Indian international students enrolled in degree programs abroad doubled from 134,880 students in 2004 to 278,383 in 2017, as per UNESCO.

Among these students, the U.S. is the most favored destination country by far, hosting 112,713 Indian students—40.5 percent of all outbound students in 2015. The second and third most popular study destinations are Australia, where numbers recently surged to 46,316 degree-seeking students, and Canada, which saw Indian enrollments almost quadruple from 5,868 in 2010 to 19,905 in 2016. In the UK, Indian enrollments have tanked by 53 percent since 2011, but the country is still the fourth-largest destination with 18,177 students in 2015. New Zealand, meanwhile, saw Indian enrollments explode by more than 500 percent since 2007 and became the fifth most popular destination with 15,016 students in 2016.

Notably, outbound mobility is not only growing, but also diversifying with Indian students increasingly branching out to countries beyond traditional English-speaking study destinations. The United Arab Emirates, for instance, has become the sixth-largest study destination with 13,370 students—a trend partially driven by the fact that Indian labor migrants now make up more than 25 percent of the country's resident population, while a number of Indian universities have set up branch campuses in the Emirates. In Germany, the number of Indian students almost tripled to 9,896 within a decade and enrollments are growing briskly even in countries like Ukraine, which now hosts 4,773 students (up from 1,170 in 2006).

There is no UNESCO data available for China, but the country is an emerging destination with strong growth rates. According to data provided by Project Atlas of the Institute of International Education (IIE), there were 18,717 Indians studying in China as of 2017 (a sharp increase from 10,178 students in 2013). Note that these numbers, like other data cited below, are not directly comparable to UNESCO data, since they rely on a different method for counting international students.



CHAPTER V
FINDINGS, SUGGESTIONS AND CONCLUSION

With more than 1.5 million schools and about 260 million students in 2015/16, India has the world's second-largest school system after China. Overall enrollment surges in recent years are attributable to the country's youth bulge as well as increased access: Between 2010/11 and 2015/16, the student population in the school system grew by 5 percent or 12.6 million students, per government data.

Education in India is compulsory for all children from ages six to 14 and provided free of charge at public schools. Yet, despite tremendous advances in expanding access over the past decades, participation rates are still not universal, particularly in rural regions and among lower castes and other disadvantaged groups.

The overall net enrollment ratio (NER)—that is, the share of enrolled students within relevant age cohorts—is relatively high in grades one to five. It stood at 88.3 percent in 2013/14 (up from 84.5 percent in 2005/06). However,

participation rates dropped noticeably in grades six to eight, where the NER was only 70.2 percent. In lower-secondary education, the NER decreased further to

66.4 percent (as of 2013), while it was only 44.6 percent at the upper-secondary level per UNESCO. In other words, India in 2013 had 47 million out-of-school children that dropped out before grade 10.

Aside from troubling dropout rates, India's school system remains plagued by problems like high teacher-to-student ratios, poorly educated teachers, and mediocre learning outcomes. While much of the available comparative data is somewhat dated, it demonstrates substantial weaknesses in India's system .

REFERENCES

https://wenr.wes.org/2018/09/education-in-india https://wenr.wes.org/2018/09/education-in-india https://wenr.wes.org/2018/09/education-in-india
https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=+IT+in+e
ducational+institutions&btnG=