FUTURE TRENDS IN HIGHER EDUCATION SYSTEM USING E-GOVERNANCE

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Abstract— In the modern era the technology finds its application in all walks of life. E-Learning becomes indispensible entity in world's academic eco system. With E-Learning students can study at their own place anytime and anywhere. E-Learning provides an informational environment as it incorporates well-established teaching methodologies tools for chat sessions, video conferencing ,virtual white boards ,application sharing , computer telephony and multiuser stimulation environments etc…[1]The Innovation in higher education technology diffuses very fast into various aspects and make the human life all the more comfortable and easier. There is no future generation without the compact of ICT on higher education in India.

KEYWORDS: Higher Education, Academic Eco-system, E-Learning, ICT.

I.   INTRODUCTION

E-Learning has enormous potential in education, and there is an urgent need to take stock of the possibilities that it offers. Despite this urgency, research on eLearning is still in a nascent stage and there is a degree of conceptual confusion in the field that is difficult to tolerate. [2] It is clear that there is a lot of ground left to cover and that many obstacles remain to be overcome before we implement a type of eLearning that both integrates innovative pedagogy and coheres with new trends in digital technologies. In the Information Communication technology(**ICT**) the concepts are computer telephony, advanced mobile radio technology, bio-metrics, quantum cryptography, model driven architecture decentralized storage, decentralized data processing, open source, outsourcing and ratio tagging, Apart from these the promising concepts are biometrics, open source software and ratio tagging, between 2002 and 2011 the worldwide market for biometric products in **ICT**.

II.   DEFINITION

E-Learning: E-learning intersects numerous fields of thought and practice, and cannot be trivialized into a simple formula for success. Any study of the effectiveness and efficiency of e-learning therefore has to engage with multiple issues, including the role of e-learning in knowledge and learning, its contribution to competent performance, its relationship to organizational transformation and strategies for embedding e-learning into other forms of electronic interaction. Processes such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. [3] It includes the delivery of content via network, audio and video recordings, satellite broadcast, interactive TV, and CD-ROM as well as many, many others.

ICT   (Information   Communication   Technology): Information and Communication Technologies (ICTs) are often associated with the most sophisticated and expensive computer-based technologies. [3] But ICTs also encompass the more conventional technologies such as radio, television and telephone technology. While definitions of ICTs are varied, it might be useful to accept the definition provided by United Nations Development Programme (UNDP) ICTs are basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the 'old' ICTs of radio, television and telephone, and the 'new' ICTs of computers, satellite and wireless technology and the Internet.

E-Learning Communication Technologies

❖   Email is the most common form of electronic information exchange.

❖   Collaborative learning forums promote learner interaction through message boards, where students can post questions and answers; text chat or forums, where learners can communicate outside the main classroom; and threaded

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discussions, where facilitators and students can discuss a given topic and review each other's responses.

❖ E-boards allow learners and instructors to create images, text and information and present them to other participants.

❖ Application sharing allows instructors and learners to work collaboratively on the same learning materials, either simultaneously orin sequence. Participants can see what is happening at all times.

❖ Simulations or virtual laboratories permit learners to work in teams to construct projects and complete them at their preferred pace.

❖ Library/learning session cache access provides access to archived text, presentations, video, audio and data files. This is especially useful for revision or for reviewing synchronous learning sessions a student may have missed.

❖ Real-time tests and evaluation can be triggered at agreed times or Completed at the learner's own pace.

❖ Video and audio streaming can be used to disseminate information to learners, and can also enable learners to see and speak with the facilitator via the Internet rather than by telephone.

III. ICT Innovations in Higher Education

ICT is a complex and broad area. It covers computer networks, computers from personal mobile devices to supercomputers, security applications to find and access online resources, content and related services and innovation. [4]The rate of change in ICT over the past years has been dramatic and this will continue relentlessly into the foreseeable future. Higher education in the countries is also complex and largely successful but facing significant challenges; it has also changed considerably over the past years and is set to change further. Coping with two complexes, but vitally important, environments continuing to undergo rapid change deserves more strategic attention, investment, innovation and imagination than is currently the case. ICT has greatly increased and simplified access by students to learning materials on the Internet. Where, as is nearly universal this is coupled with a Virtual Learning Environment to manage the learning process and to provide access to quality materials there has been significant advances in distance and flexible

learning. [3] Thus students can learn and interact with their peers and teachers independently of place or time – within reason.

Advantages of E-Learning

❖ Flexibility, accessibility, convenience: users are able to proceed through a program at their own pace and at their own pace. Users can access an E-Learning course anytime, anywhere, and learn only as much as they need.

❖ Cross-platform: E-Learning can be accessed by web browsing software on any platform. A Training program can be delivered to any machine over the internet or interact without having to author a program for each platform.

❖ Browser software and Internet are widely available: Most computers have access to a browser, are connected to the organization's intranet or the internet. [3]

Merits

❖ E-Learning platforms are extensible.

❖ More and more E-Learning platforms are open source platforms.

❖ They are now able to integrate with other systems efficiently.

❖ Anyone who wants to make use of them can download and adapt them free of any change.

Dis-advantages of E-Learning

❖ E-Learning programs are too static.

❖ E-Learning systems take more time and more money to develop than expected.

❖ Bandwidth limitations.

❖ Slower performance for audio, video and graphics to downloads.

Information Literacy Instruction

A Search of the print literature and the internet reveals that information literacy instruction in higher education can take a variety of forms: stand alone courses and classes, online tutorials, workbooks, course-related instruction or course-integrated instruction.

Online Tutorials

Academic libraries have developed a number of online tutorials. Tutorials range from the simple to the complex and focus on issues such as online

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searching,evaluating of websites ,cities sources, information ethics, and broader information literacy topic.

IV. Workbooks

Students at Temple University are required to complete a library skills workbook before starting their second semester. [5] The workbook, aimed at helping students become independent users of information, is available in customized versions for the areas of business, criminal justice, education, humanities, science/technology and the social sciences.

V. Course-Related Instruction or Course-Integrated Instruction

Many academic library programs are tuning to course-integrated instruction to provide users with information literacy skills in the context of actual information needs. This approach makes information literacy skills instruction inherently more meaningful than when skills are taught out of context.

VI. Conclusion

It is fantasy to look into the various achievements of ICT(E-learning) and these will be miracles in the field innovations of ICT(E-learning)which is likely to influence all aspects of the science. Use of ICT in education and research will promote human life will sophisticated in all walks life is highly.

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