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CHAPTER 1

INTRODUCTION

1.1 Introduction

ICT is fast growing emerging area that will be as important to life in the twenty-first century. In fact, ICT is changing the nature of reading itself. Instead of limiting you to the linear presentation of text as printed in books. This enables to make teaching learning process learner centric as student can use ICT to open the multimedia guide as and when he is free and feel comfortable to study. ICT are used in education in two general ways: to support existing 'traditional' pedagogical practices (teacher-centric, lecture-based) as well as to enable more learner-centric. ICTs are most effective when they help to enable learner-centric pedagogies.

The effective ICT use in education increases teachers' training and professional development needs. For that adequate time must be allowed for teachers to develop new skills, explore their integration into their existing teaching practices and curriculum, and undertake necessary additional lesson planning, if ICTs are to be used effectively. However, ICTs can be important tools to help meet such increased needs, by helping to provide access to more and better educational content, aid in routine administrative tasks, provide models and simulations of effective teaching practices, and enable learner support networks, both in face to face and distance learning environments, and in real time or asynchronously.

In order to support the use of ICT as described above needs to be a greater number of multimedia systems and network connections available to college. Support of administrators and, in some cases, the surrounding community, for teacher use of ICTs is seen as critical if ICTs are to be used at all, let alone effectively. For this reason, targeted outreach to both groups is often necessary if investments in ICTs to support education are to be optimized. Providing finance for the increasing numbers of multimedia computers in management colleges and connecting each classroom to the Internet is seen as a major economic problem. However, there are a number of potentially cost-effective solutions emerging from IT and Telecom companies. Having a broad view of the application of IT in

colleges it is advantageous for administration and management of colleges with new technologies making colleges more economically viable units.

This thesis aims to research the implementation and integration of this Information Communication Technology into Management College's curriculum in single city.

Impact on teachers and teaching

Today's information technologies are essential tools for teaching and learning. Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and modern technologies are demanding teachers to learn how to use these technologies in their teaching.

There is considerable evidence of the impact of ICT on teachers and teaching. Teachers use ICT to plan lessons more efficiently and more effectively. Information and communication technology (ICT) can provide more flexible and effective ways for professional and personal development for teachers, improve pre- and in-service teacher training, and connect teachers to the global teacher community. With the help of ICT teachers can cooperate more and share curriculum plans with other institute and colleges. ICT increases efficiency in planning and preparation of work due to a more collaborative approach between teachers.

1.2 Research problem

There is considerable evidence that well-designed multimedia resources can enhance learning outcomes, yet there is little information on the role of multimedia in influencing essential motivational variables, such as student engagement. With the help of these multimedia resources and internet, teachers can design their own teaching material. The current study examines the impact of multimedia supplements as well as Information Communication Technology on student engagement at college and institute in management studies. Instead of limiting student to the linear presentation of text as printed in books, teachers can makes reading dynamic by presenting words in new dimension and it is helpful for storing visual contents in a visual memory, which will improve the recalling power of students.

The ICT in education was launched few years before, moderately college teachers in sangli city have become very uneducated through attending course and developing their personal interests in ICT. The current study focus on teacher's literacy towards ICT and increase ICT human resources in the sangli city which will lead personal development and social transformation in education sector of management study.

1.3 Statement of research problem

Statement of research problem is, "Effect of ICT Implementation on Teaching-Learning Process in Commerce and Management Faculty in Sangli". The title signifies the study of effect of implementation of ICT in management studies.

1.4 Significance of the study

While many researchers have been published on ICT in education, this investigation aims to balance the previous researches, and enhance current knowledge towards the implementation of ICT. This study is focused on Commerce and Management Colleges and Institutes in sangli city. Although based on geographically and numerically small sample, The findings of such an investigation may be useful in highlighting personal and professional development requirements; and informing local and national policy regarding provision of ICT for commerce and management colleges.

1.5 Objective

This investigation examines the effect of ICT Implementation on Teaching-Learning Process in Commerce and Management Faculty in Sangli district.

It attempts to:

1. To study the infrastructure and cost required for implementation of ICT.
2. To study responses of students and teacher towards the use of ICT.
3. To study the effect of ICT in teaching and learning process.

1.6 Hypothesis

1. H1: The sufficient financial support is not available for creating infrastructure of ICT.
2. H2: Implementation of ICT in teaching and learning depends upon infrastructure provided.
3. H3: ICT reduces time of teaching process.
4. H4: ICT reduces learning time.

1.7 Research Approach

A qualitative case study was the approach selected to undertake the study. The combinations of qualitative and quantitative research methods were blended to form a single case study. Quantitative methods include a written questionnaire and the qualitative research methods include field visits, interview with principals and teachers of selected colleges and institutes.

1.8 Scope of the study

1. Geographical Scope

The study is restricted to commerce and management colleges in sangli city only.

2. Conceptual Scope

The study focuses on the understanding problems towards the use of ICT in commerce and management colleges in sangli city. An attempt has been also made to understand infrastructure availability, students and teachers opinion about use of ICT in teaching and learning process.

3. Analytical Scope

The data has been processed and analyzed using EXCEL. The data has analyzed using statistical methods like percentages, weight mean; correlation, and chi square test is used to test the significance.

1.9 Importance of the study

- This study will allow the teacher to focus more on being a facilitator to a learner by providing personal attention.
- This study will encourage teachers to develop their own teaching materials.
- This study will motivate the student towards the use of ICT in learning practices. Students will be able to select appropriate multimedia tools and apply them to the learning task within the learning environment in order to effective learning.
- This study will make teaching learning process more learners centric.

1.10 Limitation of Research

The scope of this study was limited to commerce and management colleges in sangli city.

1.11 Structure of thesis

This thesis encompasses seven chapters.

Chapter 1. Introduction

First chapter providing a basic introduction to the study It conveys the background, research problems, rationale, research approach, scope and limitation of the investigation.

Chapter 2. Methodology

Research Methodology deals with the introduction to the Study, management Problem, research problem, hypothesis, objectives of the study, scope and importance of research and research methodology followed for study.

Chapter 3. Literature reviewed

Literature review chapter narrates an overall evaluation of research studies done in the field of ICT in education

Chapter 4. Conceptual Framework

This discusses the concept of ICT, Benefits of ICT implementation of ICT, barriers of implementation of ICT in education, Importance of ICT in economy growth.

Chapter 5. College/Institutions Profile

This discusses the profile of the selected colleges and institute.

Chapter 6. Presentation and Analysis of Data

Narrates analysis and presentation of data, in which collected data has analyzed and interpretation has been provided by researcher. This chapter is titled as, 'Analysis and Interpretation of Data.'

Chapter 7. Findings, Suggestions. Conclusion

Conclusions based on the analysis of data this chapter titled as, 'Findings, Suggestions and Conclusion.' Besides these chapters the dissertation is appended with Schedule used for data collection and list of references.