

# Role of Information Technology in HEIs with Reference to Commerce and Management

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**Abstract -** In the fast changing world of the 21st century even education is also changing. As part of these changes the role of educational institutions and faculty will also change. The movement of education system is having its own dramatical change in recent trends. This change is become as one of the witness to look forward into Technology Involvement in HEIs .In recent development IT learning platforms are creating its own demand. The ideal teacher is an excellent role model and being a good role model to all the students, is one of the greatest contributions she can make to society. An ideal teacher has unassailable command on his subjects .She knows fully the contents of the subjects which he has to teach. Truly exceptional teachers are scholars and are constantly reading and upgrading themselves in their subject. The ideal teacher uses the innovative practices within a context of a particular challenge facing teachers and trainers. There is a unique relationship between subject matter and the very teaching learning and assessment strategies used to deliver such content. Innovative teaching provides a basis for the special issue's contribution to an initial understanding of innovative practice in teaching and learning, importantly, in encouraging a higher profile for the discussion of research and practice implications. With the rapid pace of technological development, individuals are frequently challenged to make sense of innovative technology while being given limited information. Virtual worlds are a prime example of such an innovative technology, and this affords researchers an opportunity to study sense making and the construction of perspectives about the organizational value of virtual worlds. The main aim of this paper is to identify the features of ideal teacher and innovative teaching learning practices to enhance the quality of higher education.

**Index Terms -** Higher education, Education plan, Innovative teaching learning practices, ideal teacher.

## I.INTRODUCTION

Research is a cyclical process which varies in terms of number, type, complexity of activities depending upon the number of questions posed ,methodology used and outcome expected .This paper intends to use IT in relation to how researchers find the access previous work upon which their thoughts and activities build. Information technology is the application of computers and telecommunications , equipment to store, retrieve ,transmit and manipulate data ,often in the context of a research and data analysis. IT has done much to remove the constraints of speed ,cost and distance. On the whole It has lead to improvements in research. The amount of data can be analysed has expanded manifold as has the complexity of analysis. Now using IT the researchers can collaborate more widely and effectively.

Different basic multidisciplinary sciences use IT differently in different HEIs. In various disciplines of Basic sciences, experiments gather millions of data from observations per second basis. For these disciplines high end computers and IT tools can be used to store and analysed the data and finally arriving at a consistent result.

To understand and find that how much conversant the current research fraternity is with the use of different IT tools and high-end computers and software a survey was being taken up by HEIs.

## II OBJECTIVES OF THE STUDY

In this paper an attempt has made to understand the extent of IT in HEIs to develop activities among researchers of basic of commerce and management in India.

Following are some of the objectives of the study:

1. To understand the Indian scenario of IT research in the fields of commerce and management.

2. To understand the problem faced when the research study goes on .
3. To come up with better and more feasible solution to solve current problems faced by research when performing research.
4. To find latest software applications currently used for research in commerce and management.

### III REVIEW OF LITERATURE

1. According to Maas and Liket (2011), impacts generally refer to the effects caused by an organization or an intervention (policy, program, project, product, technology or measure) that occur outside the organization in society or the natural environment. Several definitions of “impact” have been advanced for the HEI context.
2. This complexity makes the measurement of impacts challenging, and, consequentially, impacts are usually not systematically considered part of sustainability assessments in higher education (Yarime and Tanaka, 2012).
3. For Koehn and Uitto (2014, p. 624), the impacts of sustainability initiatives of HEIs consist of “real-world changes in ecological sustainability, policies, and people’s well-being.”
4. Impacts on SD materialize along complex pathways, particularly in the area of research and education (Koehn and Uitto, 2014).
5. They can be direct and indirect, intended and unintended and positive and negative; they may present themselves after a significant time lag, at a distance from the HEI’s location, or at a systems level (Lebeau and Cochrane, 2015).
6. The UK’s Research Excellence Framework (REF) describes research impact as “an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia” (REF, 2016, para. 1).
7. According to Gupta and Singhal (2017), impacts arise from the core elements of the HEI system (as proposed by Lozano et al., 2013b). Sustainability activities in these core elements cause overall social, environmental and economic impacts (Gupta and Singhal, 2017).
8. As Bowen (2018, p. 26) notes, “For individuals, the outcomes of higher education are harvested over adult lifetimes averaging fifty to sixty years

after graduation from college. For society the impacts may persist through centuries.”

### IV RESEARCH METHODOLOGY

The purpose of the study was to summarize the research findings on quality dimensions of HEIs. A comprehensive literature review of quality dimensions of higher education was undertaken to address the research gap. The literature was reviewed using the principle of deductive reasoning, where care was taken to use all the facts published in standard scientific journals. Forward and backward searches were conducted to deepen the analysis. The general methods of the content analysis have been followed to review the published literature.

### V FINDINGS OF THE STUDY

The literature reviewed consisted of articles representing the state of knowledge on HEIs. There was a steady increase in publications between 2005 and 2017, which shows this relatively recent field of study is still emerging. The largest number of articles was published within the past four years (56.64 per cent of the sample). Papers published between 2005 and 2009 were primarily case studies; qualitative and quantitative studies mainly occurred since 2010. Overall, the sample consisted mostly of case studies (48.67 per cent) and quantitative studies (20.35 per cent). Theoretical contributions (14.16 per cent), mixed methods (8.85 per cent), qualitative empirical research (6.20 per cent) and literature reviews (1.77 per cent) are rather limited, having been published only in the later years of the sample period.

### VI CONCLUSIONS OF THE STUDY

The conclusion for my study is drawn from the answering the research questions “What are the essential features of quality in IT in HEIs?” The author provides a framework for viewing educational quality characteristics from different aspects. This framework builds on a literature review that involves major sources of journals and conference articles. The literature review gives qualitative insights on research considering quality in HEIs.

### REFERENCE

- [1] Maas and Liket (2011), impacts generally refer to the effects caused by an organization or an intervention
- [2] Gupta and Singhal (2017), impacts arise from the core elements of the HEI system
- [3] Bowen (2018, p. 26) notes, “For individuals, the outcomes of higher education are harvested over adult lifetimes averaging fifty to sixty years after graduation from college.
- [4] Koehn and Uitto (2014, p. 624), the impacts of sustainability initiatives of HEIs consist of “real-world changes in ecological sustainability, policies, and people’s well-being.”
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