Chapter 2

Literature Review
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A literature review is both a summary and explanation of the complete and current state of knowledge on a limited topic as found in academic books and journal articles.

The review of literature has been extensively taken from books, e-books, internet, compendium, journals and research papers published in symposia, seminars and conferences organized in India as well as outside India. The reviews of the paper helped to list out various functional areas and the different Information technology tools used for e-governance.

Review of literature revealed detailed account of the research carried out in the transformation of administrative work in institutes of higher education that use ICT for efficient work. Research papers from India and abroad were thoroughly studied. It exceptionally helped in the planning of research and investigations for the proposed work to a greater level.

Niyaz Ahmad (August 1, 2011) in his paper “Effective Educational Management: An Implementation of ICT in Administration of Higher Education Institutions” states that the use of ICT in educational management will benefit for analyzing the data quickly and accurately quick, decision making, provides the power to the Administrators for efficient management of education and institution, reduces the burden of Teachers, available at lowest total cost of ownership, provides information at the door steps and reduces the Right to Information Applications. He says that “the government is now more concerned
about the paradigm shift in education system. Now there is a buzz word of ‘Quality’ of education everywhere. But we cannot revamp the education system without making the administration of institutions effective and efficient. And this can only be done with the usage of technology i.e. ICT in the educational management”.

J. Meenakumari and Dr. R. Krishnaveni in their study (2011) in “Transforming Higher educational institution administration through ICT” has identified a comprehensive set of functional areas of e-administration. The study revealed that demographic factors do not have a major impact on e-administration in higher education institutions. It is also evident from this study that integration of ICT into knowledge administration for the teaching–learning process is more in comparison with Research Methodology

Computers can be used extensively for educational administration. The following are some of the areas where computers can be used for effective educational administration (Ben-Zion Barta et. al. 1995):

- General Administration
- Pay Roll and Financial Accounting
- Administration of Student Data
- Inventory Management
- Personnel Records Maintenance
- Library System

According to (Christiana Maki 2008), administrative subsystems include Personnel administration, student administration, resources administration, financial administration and general administration.
Idisemi Apulu (July 2011) revealed that the use of Information and communication technology (ICT) to gain competitive advantage has become a key strategic issue amongst organizations in the fast globalizing environment (Kakabadse et al., 2005), as ICT plays a strategic role in the management of organizations. Rastrict and Corner (2010); Lin and Lin (2006) amongst others reveal that there is a growing support for the positive relationship between ICT and its benefits. Thus, it implies that ICT brings about organizational advantage. This paper has highlighted on the implementation and effective use of ICT in organizations that is useful in competitive advantage. He concludes that “the use of ICT has a great impact on organizational performance as it helps to provide a platform for growth in many companies. In order words, ICT is known to improve organizational operations, growth and competitiveness”.

Dr. T. O. Adeyemi (2011) studied the impact of ICT on effective management of universities in south-west Nigeria. He studied the impact of ICT in 11 universities in 6 states of Nigeria. Considering the findings of this study, it was concluded that information communication and technology have significant impact on the effective management of universities in south west Nigeria. From the responses it found that ICT has not been effectively used in the management of the universities. This suggests that information communication and technology is a critical variable in the effective management of the universities. Due to the shortage in power supply the universities in Nigeria are not ready for technological development.

Hossein Zainally poor (2008) in his paper “Administration of Faculties by Information and Communication Technology and Its Obstacles” studied the effective utility of ICT for administration by 20 deans of selected faculties of governmental universities in Iran.
His research findings show that head of faculties use the technology for planning. It was used by them in Data collecting, decision making, operational planning, budget planning and classroom programming. It was used to large extent in academic affairs, student affairs, research affaires administrative and financial affairs. ICT was used at high level in supervision and evaluation of student affairs, research affairs and academic affairs, financial affairs and administrative affairs. Moreover it is applied in developing human recourse knowledge and ability as much to increase scientific level of faculty members, students and staffs, and it was used too in communication function in favourable level. It was used to less extent in staff and academic member performances evaluation and supply department affairs. The obstacles recognized were lack of knowledge to staff, lack of professional human resources and lack of financial resource and budget.

Savita Desai, Prashant Shah (June 2009) in their research study on “The role of ICT in Administartion, Teaching, Learning, Evaluation and Research in Higher Education” identified different activities where ICT can be utilized in administration of colleges. The areas identified by them are online admissions, One window-one minute service, Recording of student attendance, Issuing of books by library, Musters for the non-teaching staff, Security of the campus, Feedback from students, Record keeping, Circulars and GRs, Alumni association. Their study reveals that each institution must work within the context of its own system to fit choices to what best suits its unique situation and culture. The advancement of technology and the way it is incorporated into a system is a dynamic process. Even within one institution, various units or courses may use different approaches. The approaches are hierarchical with the emerging approach as a beginning point of creating awareness among the stakeholders, actually applying the
tools of ICT, integrating the various activities with complete coordination, transforming
the routine procedures for enhanced quality and efficiency which help to perceive goal
for the future of quality education. All it requires is only the enthusiastic, proactive and
innovative approach of young teachers and staff towards the application of ICT and the
consistent encouragement for their efforts by the Principal and Management.
Rajeev Singh in his study about e-governance in higher education concludes that higher
Education Service System (HESS) is a concept that can possibly revolutionize the
governance in higher education. It has the capability to improve quality of higher
education and increase the number of employable students. It has great potential to help
the higher education in India with great coordination and support from governing bodies
and Universities, Colleges.
Susan Mathew K.(2011) in her study “Impact of Information Communication
Technology (ICT) on professional development and educational needs of library
professionals in the Universities of Kerala” reveals that most of the library professionals
have an positive approach towards the application of ICT based services in libraries. The
professionals do not seem content with the opportunities in their work environment
because of lack of adequate ICT infrastructure in University Libraries in Kerala. Majority
of the professionals irrespective of their age, experience or qualifications suggested the
need for more IT oriented topics in the curriculum. To compete in a technologically
advanced world, the University administrators and Library associations must provide
opportunities to develop skills in ICT applications, library management and soft skills.
Library science schools and teaching departments across the country have to take
significant steps to revise library science curriculum, and incorporate significant changes to achieve the demands and challenges of library science profession.

Matovu Moses (November (2009) studied the levels of availability of ICT for examination management in Makerere University and concluded that, ICT facilities such as computers Management Information System and internet were the most commonly used for examination management. Such facilities for examination management were mainly applied in processing examination results, tracking students' academic progress, grading of students according to their performance, communication between lecturers and heads of department, communication to students via emails.

For the levels of accessibility of ICT for examination management in Makerere University by administrators it was found that ICT was used for communication between administrators and other teaching staff members in the University through use of emails and this was enhanced by internet connectivity in offices.

Investigation about the level of use of ICT for registration management in Makerere University concluded that Electronic Registration System was more reliable compared to the previous manual system; enforced restrictions to an unauthorized users and limited duplication of registration documents. ICT facilities such as MIS provided useful information easily on registration of students and allow easy monitoring of students’ registration progress. However ICT had not effectively improved collaboration between University administrators, students and the university outside community.

Justus Ariho Twinomujuni(2011) in his study of “Problems in ICT implementation in selected Institutions of Higher Learning in Kabale District” identified variables as cost of ICT training materials, skills development in ICT and administrative support in relation
to ICT implementation. He found that there is a statistically insignificant relationship between the cost of ICT training materials and ICT implementation variables. Cost of ICT training materials negatively affected ICT implementation.

In respect to skills development in ICT and ICT implementation, he found that there was a statistically significant relationship between the two variables. Skills development in ICT positively affected ICT implementation.

In regard to administrative support and ICT implementation, he found that there was a statistically significant relationship between the two variables. Administrative support appeared to positively affect ICT implementation. Lecturers are able to use computers in teaching with the help of administrative support.

Muhammad Sukri Saud, Babawuro Shuaibu, Lokman Moh’d Tahir, Yahaya Buntat, Noraffandy Yahaya and Abdulsalam Ya’u Gital (2011) in their study stated that “ICTs application in TVET (technical and Vocational education and training) cannot be overemphasized in the present era when demands in “ICT capability” skills are on the increase”. Use of ICT tools for financial services, staff and student’s administrative support in these institutions have been identified as central elements in attaining the sound vocational and technical training programme. Due to the unique nature of TVET, these applications could differ slightly in the way and manner ICTs applied in general education administration. The differences observed in this paper are on the uses of ICTs to help staff and students in workshop/laboratory scheduling, tracking/monitoring as well as retrieval of tools, equipments and machineries.

Mohini Bhardwaj and Amar Jeet Singh (2011) in their study of “Automated Integrated University Examination System” reveals that the meaning of computerization is limited
to just typing or surfing web; full potential of ICT has not been explored by many universities. ICT is very useful tool to have transparency, reliability and efficiency in university examination system. There are endless possibilities by integrating ICT with examination system. Automated Integrated Examination System will ensure efficiency and effectiveness in the examination system and render convenience of online queries by cutting down time and cost and breaking down geographical barriers, thus bringing a sea change in the existing manual examination system.

Dr. Mani Ahmed (2013) in a research paper “Application Of Information Communication Technology (ICT) And Records Keeping In Schools” revealed that the roles that records play in school administration demand that they must be kept prompt, sincerely and safely. This may provide reliable and timely data to educational managers and policy makers. They concluded that “they provide information that would enable all stakeholders such as banks, industries and other employers of labour make informed investment decisions, project future needs for their products, plan for expansion, recruitment of staff, explore potential markets, design products and predict growth”. It was found that lack of proper record keeping, dishonesty, and other malpractices are negatively affecting the accuracy in the field of education and of course in other fields of our national happenings.

The ICT is a good means of recording and protecting the records they generate. However, issues such as security, usage, maintenance and lack of qualified personnel to man the ICT centres are hindering the effective utilization of such centres.

It is stated in the “ICTs for higher education”, a Background paper from the Commonwealth of Learning in UNESCO World Conference on Higher Education that more universities are looking into developing ICTs applications to improve the quality
and capacity of management information systems for strategic decision making and policy implementation. It will also help to stimulate and allow smooth flow of information throughout the higher education system and also help for better and increased access of university services and information through the web. There are many benefits of using ICT for university administration, students and instructors.

Sylvia Uchenna Agu (2012) in her research paper “Information and Communication Technology (ICT) and Administrative Processes in Universities in South-Eastern Nigeria” found out that the importance of ICT has been recognized as key to the transformation of socio-economies and process of processing information at the university. Current ICT trends such as e-commerce and e-administration have been viewed as routes to wealth creation [30,27]. The use of ICT though has increased among students. The impact of ICT on work outcomes has not been fully explored in the study.

Ranjeeta Kapoor and Nishtha Kelkar (2013) in their research paper “E-Governance: Higher Education in Rural Area” have revealed that achieving the goals of efficient administration and to meet the challenges of globalization, international competition and modern science and technology development, it is necessary to implement fast and reaction based e-governance into education sector. Through e-governance we improve the quality of higher education in rural and backward area. E-governance can create the transparency between the universities, colleges and students. It will bring forth, new concepts of governance, both in terms of needs and responsibilities. They also suggested that many problems of higher education system in rural area can be solved by the Public Private Partnership model and e-governance.
Gráinne Conole (2012) after his study on “ICT And General Administration In Educational Institutions” recommended about e-administration that ICT is necessary for learning, teaching and research in all educational institutions. Institutions need to provide central support in terms of educational technology. Senior managers need should be aware of emergent trends in technologies for learning, teaching and research.

A study on “Usage of ICT for Information Administration in Higher education Institutions” by Dr. R. Krishnaveni and J.Meenakumari(2010) has identified a comprehensive set of functional areas of Information administration. There is a clear integration of ICT for managerial or information-based administration in higher education institutions. Their study reveals that demographic factors do not have major impact on Information administration in higher education institutions. All the functional areas identified have an influence on Information administration. This reveals that increasing the usage of ICT on these functional areas enables the enhancement of overall information administration in higher education institutions in global competitive environment.

Mohammad Hamiduzzaman(2012) studied the e-governance in education system in Bangladesh and mentioned in the paper “e-governance in management of education system in Bangladesh: Innovations for next generation level” that e-Governance can help to provide transparent and accountable management system and cut out the evidence of corruption from the management. The application of e-Governance can change the present trend of the management of education sector by changing their working, recruiting, coordinating, maintaining, communicating, and decision making etc. procedures. E-Governance application makes work easy and time saving. If the e-
Governance applied fully in education system then the future generation develops their skill and knowledge thus the whole country is developed in the field of social, economic, political etc. If the Government and other concern authority fail to take policies and frameworks on ICT sector, the management system of education sector cannot adopt the e-Governance properly. Thus the education sector is not made efficient and effective body. So the Government must take immediate step to apply e-Governance fully in education sector for the development of the country.

Dr. R. K. Shrivastava, Dr. A.K. Raizada, Mrs. Neeta Saxena (2012) revealed in their paper “Role of e-Governance to strengthen higher education system in India” that the planning for efficient administration of higher educational institutions and to achieve the world class standard it is necessary to have an improved collaboration and access to information by introducing IT in Educational Sector with e-governance as a security for maintaining standard. The e-governance needs security for smooth information flow, best practice database and enhanced capacity for information analysis etc. With the introduction of ICT, electronic governance is an emerging trend to re-invent the way the government works, becoming a new model of governance. Such a comprehensive and integrated system can also enable authorities to analyze the performance of one of the best performing institutes and compare it with other schools and colleges to identify the gaps. Through e-governance we improve the quality of higher education system in India. E-governance can create the transparency between the universities, colleges and students. It will bring forth, new concepts of governance, both in terms of needs and responsibilities. Many problems of higher education system can be solved by the Public Private Partnership model and e-governance.
Nyandiere, C. (2007) in his paper “Increasing role of computer-based information systems in the management of higher education institutions” concluded that ICT will therefore remain at the operational and support level. It was recommended that the university invests in an integrated academic management system to facilitate management of academic processes - student admission and registration, lecturer management, fees payments management and examinations processing. Many HEIs will automate and integrate most of their processes - they will be more paperless, more efficient, and competitive. Key stakeholders will be able to obtain all information from the set of systems implemented and accessible from institutions. Demand on institutions to give quality service is likely to continue increasing for both public and private academic institutions. More and more institutions will see the need to invest in a good information management system, even primary and secondary schools. Costs are likely to continue in downward trend. The end result of investment on computer-based information systems in HEIs will be better management of these institutions as any other corporate business.

Richard Pircher and Attila Pausits (2011) in their article “Information and Knowledge Management at Higher Education Institutions” revealed that IKM at HEIs is more the result of problem-oriented and decentralized IT development than a reflection of a strategic IT direction. Information management and the deployment of existing technologies to support the HEI are predominantly driven by administrative rather than management, executive or service-oriented needs. For a university to function as an integrated whole, it needs IT infrastructure that adequately handles all the institutional processes and administrative functions and that also supports strategic decision-making
by management. IT at HEIs must be able to provide a reliable and coordinated technology infrastructure that is able to handle data, communication, and multimedia. Departmental level technical support staff must actively participate with central IT in their role as service providers to the HEI in order to get the integrated systems and applications that meet their needs. Failure to coordinate campus-wide IT services leads to high personnel costs for supervision of systems and machines, to expensive procurement processes, to inefficient administrative activity and to critically insecure modes of operation. Many enterprises hire a Chief Information Officer (CIO) who is responsible for the information and communications technology infrastructure management at the HEI. Through the deployment of IT, the CIO effectively takes responsibility for implementing technology solutions to undergird the strategic initiatives of the institution, an endeavor that presupposes an intensive understanding of the business processes. The CIO should ensure that institutional-level and campus-wide cooperation is established between the data processing center, library, media center, administration and faculties, departments and schools. This requires technical, organizational and legal coordination, i.e., integration of IT in all areas as well as implementation of concepts for integrated data management, cooperative utilization of resources, and IT security. In addition, policies and lines of responsibility must be clearly established. Without these IKM could be not implemented at HEIs.

Leo Zornada in his paper “Implementing ERP Systems in Higher Education Institutions” founded that the amount of money spent for the development of the information systems in higher education in Slovenia, it is difficult to expect that any of the systems might be replaced or abandoned. It is also rather unlikely that in such a small and unique market as
the market for ERP information systems for higher education, a development of a new system would be financially viable (despite the fact that some solutions occasionally appear, they are mainly of local character and do not have many users). The merging of existing systems, the introduction of a globally recognised vendor of ERP systems or a development of a new solution is reasonable and probable only at the level of university (UL), more universities or the state. ERP systems were first recognized as useful in manufacturing. With the introduction of global ERP solutions, enterprises have to organise and standardise their business activities. The end users are most often adapted to the information solution during implementation phases. Higher education environments are extremely dynamic, especially in Slovenia, where the education system has been fundamentally changed. A consequence of the wish to build up-to-date information support for business activities, but with material and regulatory inability to introduce a global solution, we are faced with the development of three equivalent integral information solutions in the field of higher education. Despite the differences of individual approaches it can be expected that the future will bring a convergence of systems (at least from the functional point of). The role of the state could prove decisive, because it finances the development of individual solutions through projects. Higher education institutions and the state should leave behind the question of information support for business processes and should focus on informatics as one of the key factors of quality assurance in higher education.

Prateek Bhanti1, Dr. S. Lehri2, Dr. NarendraKumar(2012) in their paper “E-Governance: An Approach towards the Integration of Higher Education System in India” suggested from their study that With the help of e-governance, the process of allocation of fund can
be made automated or time bound. All details needed for the approval of funds can be fetched by centralized system. The Centralized database of students will provide better opportunities to the bright students. It can empower the government to plan the development of education system in whole country. It can be useful to analyze the course in heavy demand in a particular area or region. The Government can plan the generation of employment according to the passing graduates in the country. E-Governance interface can be used to keep an eye on the institute in remote areas and help them in their full development. It can reduce unnecessary administrative work and paper work and Interlinking of universities will enable regular updating of curriculum. Common curriculum can also be improvised.

Admire Kachepa (2008) in his research in “Using Information and Communication Technology at the University of Zimbabwe:challenges, successes and recommendations” found out that Policy on Information and Communication Technology at department and faculty level was not present. Training of staff and students were not formalized. E-mail was very popular with administrators, staff and students. Departments and faculty generated information available on the Intranet was not substantial and that which is found is rarely updated. The author after his study recommended that as part of University curriculum there is need to include Information and Communication Technology component particularly word processing, Internet and e-mail use. This will at least enable every student to be computer literate and function independently. Administrative support is needed for those able to provide Internet-only teaching. Strategies should be sought that ensure that the ICT infrastructure is self-financing by including commercial services to the services on offer. Life cycles of ICT are getting
shorter and this requires that the planning cycles should also get short. To further reduce administrative costs users should be regularly updated on new ICT based communication procedures.

Ihuoma P. Asiabaka(2010) in his study on “Access And Use Of Information And Communication Technology (ICT) For Administrative Purposes By Principals Of Government Secondary Schools In Nigeria” investigated the access and use of information and communication technology for administrative purposes by Principals of Government Secondary Schools in Imo State, Nigeria. Findings revealed that majority of the Principals never used the broadcast/audiovisual and telecommunication/computer technologies for administrative purposes. Furthermore, findings also showed that majority of the principals used print technology for various administrative purposes. The study therefore recommended that needs assessment be carried out to facilitate development and deployment of ICT in secondary schools. It also recommended that the government should look into the issues of funding of education in general and ICT in particular.

Steve U. Bassey, Diepreye Okodoko Uduak D. Akpanumoh(2009) revealed in “Information Communication Technologies in the Management of Education for Sustainable Development in Africa” that the task of managing higher education, especially university education, in Africa in such an effective manner that it leads to sustainable development cannot be attained if the full use of Hi-Tech and ICT-related educational initiatives (eg. e-learning and distance education) are not explored. It is apparent that ICT is a necessary and indispensable tool that students, lecturers/researchers and university administrators need for good success in their daily engagements.
Ashish Kumar, Arun Kumar (2006) from the results in his paper “IT Based KM In Indian Higher Education System: Addressing Quality Concerns And Setting The Priorities Right” concluded that, IT based Knowledge Management interventions seem to be promising techno – management tools to help cast an impact over all the vital areas of the Indian Higher Education System viz. Institutional Planning, Curriculum Development Process, R & D activities of the HE institutions, etc. and thus provide a quantum leap in the “Quality of Service (QoS)” being currently offered by them.

Dr Sami ALhomod, MohdMudasirShafi(2013) mentioned in his paper “E-Governance In Education: Areas Of Impact And Proposing A Framework To Measure The Impact” that for achieving the goals of efficient administration and to meet the challenges of globalisation, international competition and modern science and technology development, it is necessary to implement fast and reaction based e-governance into education sector.

The ways to enhance learning by enabling access to universal information are possible with the introduction of e governance initiatives. For lecturers, e governance programmes represent a change in the way teaching was imparted. For students, e governance has provided an alternative to the ways learning was done by implementing the means in which learning can take place outside the lecture hall.

Prof. Beda Mutagahywa(2012) in her paper “The Role Of ICT In University Governance In Tanzania” studied about the governance activities using ICT in universities of Tanzania. She revealed in her paper that the Universities are using ICT for student admission and records, tests/examination results and transcripts, human and financial resources and management of various assets. The highest impact of ICT on university
governance is in this area of administration. She recommended that many ICT applications in HEIs should be directed at improving the quality and capacity of management information systems to support strategic decision-making and policy implementation, stimulate and facilitate free flow of information through the university and to respond to the needs and demands of students for better and increased access to university services and information through the web. Data warehousing technologies, can be used to discover trends and provide hidden information that eases managers’ decisions.

SoneyeSemiu Adebayo (2012) concluded in hid paper “The Impact Of Application Of Information And Communications Technology (ICT) In The Administration Of Polytechnics In Ogun State, Nigeria” that information and communications technology have significant impact in the administration of polytechnic in Ogun, State Nigeria. The impact were found to be relevant to senior academic & administration officers of polytechnics in ICT providing solutions to specific problems of administration, ICT enhance qualitative and quantitative. ICT encourages competency of administrators in Decision-making in the administration of polytechnic. It also guarantees effective administrative practices of human and material resources, ICT has capacity to handle quality of data for processing with fastest speed.

Annapurna Pyla in her paper “ICT as a Change Agent for Higher Education and Society” identified that ICT in administration of educational institutions play a very important role. It simplifies the administration tasks by reducing the paper work and replaces the manual maintenance of record keeping to electronic maintenance of records which helps in easy retrieval of any information of students, staff and general with in a fraction of
seconds can access the required information. For student administration ICT helps to maintain the student’s personal profile, academic track record, placement participation, student alumni record student assessment etc. And it helps in student learning activities like assignment uploading and course material downloading, attending quiz &online test and preparing classroom and project presentations and access the information for career enhancements, attendance record in some institutions biometric attendance facilities, communicating academic details of students to parents via mail and sending text message, availability of time tables and course schedules in electronic form, etc. For staff administration ICT helps in maintaining the staff personal profile like personal details, pay scale, grade, performance record common for teaching and nonteaching staff and for teaching administration ICT plays a pivot role in assessment of teaching performance, research work, preparation and presentation of learning materials, duties and responsibilities etc. For general administration ICT helps in office administration and managerial administration like maintaining financial records of the institutions social networking with other institutions, companies and agencies for business transactions and dealings, issue notifications, facility of fee payments on online, scheduling of examinations, and allocation of e-hall tickets to students’ online student admissions process and communicating people for events and programs etc.

Liverpool E. Onyije, Jacinta A. Opara (2013) studied in the paper “Information and Communication Technologies (ICT): A Panacea to Achieving Effective Goals in Institutional Administration” and identified the use of ICT for institutional administration in order to improve the efficiency in Organization of Information, Computation and Processing of Paper Work, Enhancement of Effective Communication,
Enhancement of Planning, Improvement of Monitoring and Managed Instruction. They concluded in their paper that ICT is needed for institutional administrators to function efficiently and the institution to effectively pursue its academic excellence. Several measures are necessary to improve the use of ICT in our higher institutions.

NeeruSnehi (2009) in her paper “ICT In Indian Universities And Colleges:Opportunities And Challenges” revealed that ICTs can play significant role in bringing efficiency in the universities/organizations. Networking of various departments and sections within the university/colleges and interuniversity networks established would lead to streamlining of university functioning. Contribution of ICTs in developing Management Information System for the Universities/colleges is vital to ensure collection of information, its analysis for identifying trends, keeping track of resources/funding and their monitoring. Most of the universities/institution compiles and provides the data manually. Development of MIS would result in efficiency and transparency, accurate and timely information, would provide support for decision making, easy access to information, would help in enforcement of standards, results in reduced data redundancy and call for associated efforts. MIS for universities may include student information system, examinations system, alumni information system, placement information, faculty and staff information system, stores management system, documents management system, legal and estate management system, finance & accounting information system and other need specific modules. Websites of the institutions developed would help in information dissemination and e-management, provide research related information, information of academic, information or students.
**Research Gap**

From the literature review it can be concluded that the use of information and communication technology is very much useful in increasing the efficiency for the governance of educational institutions. The research is conducted for the use of ICT in various universities of Thailand, South Africa, India etc. countries as well as for polytechnic institutions also. The research is also carried out for certain modules like libraries in universities, exam system and student admission system and benefits of ICT are found.

The utility of the technology in the higher education institutions of these two universities is not studied empirically. The HEIs of these universities are located in the neighboring districts of the same state. There is a wide gap between the establishments of both the universities. The research will definitely give an extended insight for the implementation of technology with respect to age and location. The critical study will provide the impact and extent of use of the technology for governance in different functional areas such as admission, library, personnel, accounts, purchase, inventory, exam system etc. of HEIs of these two regions.
References


