

A SWOT ANALYSIS OF USE OF ICT IN TEACHING AND LEARNING IN INDIA WITH SPECIAL REFERENCE TO HARYANA STATE

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ABSTRACT

In digital era, there is a paradigm shift in the teaching-learning methods and the ICT system is being considered to be better and more effective than the conventional system and hence it has been followed in the top institutions in India. In order to have a SWOT analysis of use of ICT in teaching and learning, a comprehensive study was carried out in the Haryana state of India in Universities and Colleges (Technical, Non-technical (Traditional) and colleges of education) using a descriptive survey research design. This study investigated the

availability and utilization of Information and Communication Technology (ICT) facilities by Teacher Educators for making their teaching and learning effective in educational institutions. The study population consisted of all (200) Teacher Educators from the universities and colleges in Haryana. Out of 200 Teacher Educators, 138 were selected using random sampling technique. The instrument used for data collection was a questionnaire. The data collected were analyzed using simple percentage and chi-square. The study revealed that ICT facilities which serve as a major contributor to effective teaching and learning in teacher education programmes were lacking in traditional colleges, Govt., Non-Govt. aided and purely private colleges. Exposure of the students and teachers to ICT facilities was low. There were visible ICT facilities in some of the private and govt. technical colleges and in some of the technical colleges it was excellent though majority of them were private colleges. The study recommends among others strategies for its (ICT) maximum utilization; and that ICT facilities should be made available for effective teaching and learning of teacher education programmes.

KEYWORDS

Information and Communication Technology, Educator, Institution, Teaching, Learning

INTRODUCTION

There has been a continuous development in teaching methodologies/technologies and starting from the basic evolution, these have passed through different era and there had been lots of apprehensions and beliefs during the development period form by way of actions to oral to writing to printing to online learning. Starting from Gurukuls to schools/colleges/universities (regular or distance learning) to online

digital learning viz. internet, social media, cloud computing. Even today there is a transition phase from conventional method of teaching to digital method where the use of ICT in teaching and learning is considered to be a potential tool that serves to deliver the contents efficiently, thereby creating excellence in Higher Education.

ICT has the potential to contribute to substantial improvements in the educational system (Moursund, 2005). ICT refers to forms of technology that are used to transmit, store, create, share or exchange information in any classrooms and can be used as a core or a complementary means to the teacher training process (Collis & Jung, 2003). Tremendous efforts are being made in which traditional chalk and talk method is to be replaced by Digital solutions even customized as per the need and curricula using ICT and a lot of debate is going on in the entire country. Though the last 20 years have seen some remarkable innovations in the delivery of education yet many would argue that they are no more than a beginning. But it is beyond doubt that the technologies available today, and those about to emerge, have the potential to completely transform the business of education (Apagu & Wakili, 2015).

In the age of industrialisation, privatization and globalization there are global opportunities and challenges and there is a strong need to make a pace with changing times and design, develop and delivery methods of education/information/knowledge and its administration to meet the diverse needs, clients, demands, goals, and objectives of nations and communities—particularly during a period of transition of societies and economies from an industrial base to one that is knowledge- and information-centered. The traditional chalk and talk method where the teacher standing in front of a group of students and disseminating information to them without the students' adequate participation has become redundant and the Teaching and learning has gone beyond that. Simply teaching will not make them learn. Learning by doing i.e. their involvement in the activity will make them understand and learn the concepts. According to Ajayi (2008), the effective utilization of ICT in teaching and learning depends on the availability of these facilities and teachers competence in using them.

The Tata Computer-Based Functional Literacy programme (CBFL) in India, uses a mix of methods, including computer software, animated graphics, multimedia presentations and flashcards, to teach reading skills. The IGNOU project delivers literacy education courses via television programmes and videotapes, with the support of textbooks. Videoconferencing and teleconferencing like the interactive technologies to communicate over long distances can save travelling time and money. For example, rather than bringing a teacher to a school in an outlying area, the use of videoconferencing can bring the teacher's expertise to the students for a relatively low cost, and allow teachers to share their knowledge with others without requiring an absence from their normal classes.

OBJECTIVES

The objective of this study was to investigate the availability and effectiveness of utilization of ICT facilities in improving the quality of teaching and students' learning ability in Haryana State. Specifically this study was designed to find out if ICT facilities are:

- * Available for teaching and learning in HEIs in Haryana State of India
- * Adequately utilized for teaching and learning in various programmes

In the light of the above mentioned facts a SWOT analysis of the availability and use of ICT facilities in Higher Educational Institutions (HEIs) in Haryana has been carried out.

Observation has shown that there is a lack of ICT facilities in most of the colleges in Haryana state and this hampers the teacher ability to use them for teaching and learning. Also lack of adequate computer literate (skilled) teachers, irregular power supply and inadequate funding are another set of obstacle militating against effective utilization of ICT facilities in teaching and learning of vocational and technical education in the state. Therefore there is need to address such problems by providing adequate ICT facilities

and training needs of the teachers to effectively utilize it in teaching and learning process.

BENEFITS

ICT in education empowers teachers and learners by helping them have access to different education materials. ICT helps taking learning process beyond the classroom setting by creating new electronic learning materials to support teaching and learning. They are mainly used in schools as tools for presenting and disseminating information to help meet education goals.

A standout amongst the most key commitments of ICT in the field of instruction is simple access to learning assets. With the assistance of ICT, understudies can now peruse through ebooks, test examination papers, earlier year papers and so forth and can likewise have a simple access to asset people, guides, specialists, scientists, experts, and associates everywhere throughout the world. Additionally, ICTs for instruction evacuate a few boundaries like less number of instructors, and low quality of training and additionally to beat space and time hindrances. They give educators and learners access to keep pace with the most recent advancements.

Besides, ICTs likewise take into account the formation of advanced assets like computerized libraries where the understudies, educators and experts can get to research material and course material from wherever whenever. ICT gives chances to get to a plenitude of data utilizing numerous data assets and survey data from different points of view. By utilizing ICTs learners investigate and find instead of simply listen and recollect on the grounds that the utilization of ICT in instructive settings without anyone else goes about as an impetus for change that empowers and backings autonomous learning. Moreover, web innovations help in separation learning open doors for understudies living in various parts of the world with the goal that learners can get to information at whatever time and from anyplace, whenever. In any case, the utilization of ICTs in classroom or in separation training does not reduce the part of the instructors or consequently change the educating rehearses.

IN BRIEF

- i. Curriculum mapped digital lectures/solutions available
- ii. Seeing is more potent than listening (digital presentation) makes teaching and learning interesting
- iii. ICT based learning accelerates the learning capabilities and consequent outcomes of the students
- iv. Helping teacher to be up to date in enhancing the quality of work of both teachers and students
- v. Reformation of teacher education for the better future of education
- vi. to enhance learning and to prepare young people with the ICT skills they will need in society and at work in the twenty-first century

CHALLENGES

- Irregular power supply
- Inadequate computer literate (skilled) teachers
- Inadequate ICT facilities
- Financial constraints

RESEARCH DESIGN

- a. The study employed descriptive survey design. According to Sambo (2005), a survey research design is one in which group of people or items are studied by collecting and analyzing data from only a few people or items considered being representative of the entire group.
- b. The instrument for data collection is a self-designed questionnaire tagged "ICT Utility in Teaching and Learning." The instrument was validated by research experts and It has four items rated scale i.e. Strongly

Agreed = (SA), Agreed = (A), Strongly Disagreed (SD), Disagreed (D)

c. The questionnaire was administered to the completed instrument was collected back by the researcher. Data collected was analyzed the respondents through personal contact which allow for explanation if the need arises. Using mean and standard deviation.

ICT UTILITY IN TEACHING AND LEARNING:

Worldwide research has shown that ICT can lead to improved student learning and better teaching methods. A report made by the National Institute of Multimedia Education in Japan, proved that an increase in student exposure to educational ICT through curriculum integration has a significant and positive impact on student achievement, especially in terms of "Knowledge Comprehension" • "Practical skill" and "Presentation skill" in subject areas such as mathematics, science, and social study.

In any case, you can see that there are numerous instruction innovation arrangements gave on the planet which may bring about disarray among teachers about how to pick the privilege ICT arrangement. We should observe the focal points and disservices of ICT instruments for instruction and find what sort of training ICT arrangement is appropriate for your school needs.

THREE MAIN ADVANTAGES OF ICT TOOLS FOR EDUCATION

- a. Through ICT, images can easily be used in teaching and improving the retentive memory of students.
- b. Through ICT, teachers can easily explain complex instructions and ensure students' comprehension.
- c. Through ICT, teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration.

THREE MAIN DISADVANTAGES OF ICT TOOLS FOR EDUCATION

- a) Setting up the devices can be very troublesome.
- b) Too expensive to afford
- c) Hard for teachers to use with a lack of experience using ICT tools

FINDINGS OF THE SURVEY

Pedagogical practices of teachers using ICT can range from only small enhancements of teaching practices using what are essentially traditional methods, to more fundamental changes in their approach to teaching. ICTs can be used to reinforce existing pedagogical practices as well as to change the way teachers and students interact.

After SWOT analyzing of Table No.1 to 7 the following outcome has been concluded.

- * 32 out of 138 i.e. 23.4% are agree that they are using audio cassettes, radio and record players during teaching and practical whereas 76.4% teachers and educator lacks these system of study.
- * 12 out of 138 i.e. 8.6% are agree that they are using audio cassettes, radio and record players during teaching and practical whereas 91.4% teachers and educator lacks these system of study.
- * 117 out 138 i.e. 84.7% agree that since the production of the aids is difficult, they do not use the audio-aids for their classroom study whereas 15.2% says they find it easy to handle audio-aids in their teaching.
- * A question was put up the through questionnaire that "because of time constraints, he/she do not use these aids for their classroom teaching, the reply was strange that 117 out 138 i.e. 84.7% says yes there is time constraints to utilize these facilities in their study.
- * Public Address System was preferred by most of the teachers/educators as 129 out of 138 i.e. 93.4% are using this technology for their class room in comparison to MP3 CDs which is adopted by less numbers of teachers which is 18.1% only.

- * They are not preparing CDs because of lack of time was the opinion of 81.8% teachers.
- * OHP has been used by maximum number of faculty as they prepare transparencies and 128 out 138 i.e. 92.7% in comparison to Opaque Projector which is 14.4% only.
- * Education film and film strips have been used by 90.5% and 85.5% respectively
- * Television, DTH, and TV projection were liked by 94.2%, 95.6%, 94.2% respectively whereas 86.9% feels that lack of these facilities are one of key obstacle.
- * Educational video programmes are difficult to handle by 79.7% teachers/ educators in HEIs.
- * LCD projectors are compatible to 79.7% i.e. 110 out of 138 teachers surveyed.
- * Power presentations are liked by most of the teachers which come to 90.5% i.e. 125 out of 138 educators.
- * 19 out 138 were aware about Computer Assisted Instruction (CAI) i.e. 13.7% whereas 86.3% were not aware of CAI.
- * Only 10 out 138 i.e. 1.3% were using CAI in their classroom and CAI packages were made by 5.7% while majority of teachers (92.7%) were not using CAI programme in their classroom.
- * When asked lack of CAI is the reason for not using CAI programme about 95.6% give their reply in positive.
- * 94.2% were agreed and strongly agreed that they have heard about the Interactive Board and Interactive Video and 78.9% were using these technologies.
- * 80.4% were agreed and strongly agreed that they have heard about the laser disc facilities.
- * E-books and e-journals are being used by majority of teachers i.e. 94.2% and 95.6% respectively.
- * Only 36.2% teachers were familiar with 'Edusat' while 63.8% were unaware about it.
- * Web Publishing was used by only 10.1% in comparison to MS Word, Excel, and Power Point which was 88.4%.
- * Graphic software was used by 88.4% teachers and educators for classroom teaching.
- * 14.4% were opined that since there is no provision for computer, they do not use these computer software works whereas 85.5% agreed that these facilities are available to them.
- * 124 out of 138 respondents i.e. 89.8% were comfortable with web based instructions in class room teaching while very few i.e.10.2% were not comfortable with these technologies.
- * Use of internet in classroom teaching was preferred by 84.7% respondent while 15.3% respondent unable to utilize this ICT in their class.
- * Internet facility was not available to 10.1% whereas 89.9% were using it
- * 120 out of 138 i.e. 86.9% were ready to allow their student to use internet in the classroom teaching.
- * 120 out of 138 i.e. 86.9% respondent encourages their students to joint activities of different internet associations while 13.1% do not.
- * 18 out of 138 i.e. 13% were did not their student to use internet in the classroom teaching.
- * 120 out of 138 i.e. 86.9% were using compact disc in classroom teaching whereas 13.1% lacks this.
- * 79.7% respondents were using DVDs in classroom teaching.
- * Pen drive was in use by 120 out of 138 i.e. 86.9% whereas 13.1% lacks this.
- * Due lack of provision 13% were not able to use Compact Discs for their teaching
- * Due to computer literacy problem 13% were unable to utilize this facility.
- * 13% were having little computer literacy and using this technology minimal.
- * 11.5% were highly interested to learn about computer and its usage.
- * 9.4% respondents says their subject is entirely different that why they are not using computer application in their teaching.
- * 84 out of 138 i.e. 60.8% are using word processing for taking handouts to the students.
- * 86.9% are able to impart teaching of importance of word processing for simple assignment activities in

compression to 15.2% which lacks technical knowledge.

- * 76.8% uses internet print outs and other web oriented material in classroom teaching.
- * 26.8% respondent unable to operate internet while 73.2% have no difficulty in handling internet surfing.
- * Multimedia subject CDs were being used by 13% teachers and educators.
- * Laptop facility was available to 79.7% while 20.3% do not have laptop.
- * Provision of multimedia CDs was not available to 23.9% respondent.
- * 79.7% respondent complaints for irregular power supply which hampered their teaching learning system.
- * Computer illiteracy rate was 79.7% and inadequate ICT facilities were observed by 86.2% respondents.
- * Financial constraints was the chief factor for non availability of ICT to HEIs and it was found 89.1% whereas 10.9% have not financial constraints and have enough facilities to utilize ICT in their teaching.

OBSERVATIONS

Today, the internet is not widely available in most developing countries, mostly in rural areas. Where internet is available, it needs teachers have adequate access to functioning computers or other technologies and have sufficient technical support. In order to make use of digital ICTs colleges must be equipped with computers and internet connection, either by means of the telephone or cable network and a modem or a direct connection.

Thus, the challenges of using ICTs for education in developing countries include: lack of ICTs infrastructures in colleges like computer labs, poor connection, computer illiteracy for some teachers and lack of training about new technologies and how they can effectively be integrated in teaching and learning process.

FOLLOWINGS ARE MAJOR OBSERVATION AFTER STUDY OF HEIS

1. Financial constraints is major factor for non availability of ICT to HEIs and it was found 89.1% whereas 10.9% have not financial constraints and have enough facilities to utilize ICT in their teaching.
2. Lack of computer knowledge is another major hurdle in imparting technology based education to students
3. Lack of provision of new information communication technology were severely observed
4. It was observed that lack of enthusiasm to adopt ICT in their syllabus was found in the point of view of HEIs as well as respondents.

RECOMMENDATIONS

A critical analysis of the data in the present study has provided some empirical evidence to support the non-availability of ICT facilities for teacher educators to use the same in teaching and learning in various programmes. The findings from this study also revealed that there is a resistance to change from traditional chalk and talk method to Audio-visual methods using ICT in many teachers. They don't want to utilize ICT facilities in sourcing for materials/resources needed to deliver knowledge on their students. CD-ROM services, projectors and power point presentation are witnessing a growing use elsewhere, howbeit at a slow pace in teaching and learning of teacher education programmes in educational institutions.

This study therefore recommends that:

- * A lot of scientific information is available in electronic/digital formats (e.g. CD-ROM database). The concerned authorities should acquire these ICT facilities and new technologies so as to empower and meet the information needs of teacher educators and their students.

- * Mere design and development/improvement of curriculum will not enhance the academic standards and quality of education. In order to develop skilled and knowledge oriented manpower, the curriculum has to have the innovations and its proper delivery using effective teaching-learning process will lead to overall development in the education system.
- * The knowledge of science and technology is indispensable to the development of any nation and teacher educators play active roles in imparting such knowledge. Thus, the government should make efforts in assisting the universities to provide for the information needs of teacher educators. The government should increase the funding of education sector to cater for ICT programme in technical and traditional colleges and there should be periodic 'training the trainers' programmes on ICT computer skills acquisition so that they can give quality teaching to students.
- * Attention should be paid to the pathetic condition of infrastructure and facilities in our educational institutions. Also ICT system and facilities like laboratory, fully equipped smart class rooms, functioning cyber cafes, audio-visual/digital study material should be provided in the institutions and emphasis should be laid on secondary schools in the state.
- * Knowledge should be transferred from books to the minds of young generations and not to their class notes.
- * Research should travel from labs to fields so that a common man can take advantage of that there should be proper governance and strict monitoring mechanisms
- * It was also found that if Information Communication Technology (ICT) blended with Indian Customs and Traditions (ICT) is used, it will be more informative, effective and fruitful to the learners.

MAJOR RECOMMENDATIONS

1. There should be special provision for budget to purchase Multimedia CDs, Laptop, Internet facilities, Over head projector, transparencies, microfiche, microfilm etc.
2. Technology skilled personal should be employed to maintain ICT in classroom teaching
3. There should be clear cut provision for training of faculty/teachers/educator to learn latest information and communication technologies.
4. Multimedia and ICT should be included in the subject syllabus for maximum use.
5. Teachers and educators should be encouraged to use more and more ICT in their class room teaching.

Table No.1 shows how

**Use of Audio, Video, CAI, PA System,
Table No.1**

No	ICT Utility Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1	In my teaching, I do make use of audio lectures in the form of audio cassettes, radio and record players.	19 (13.7%)	13 (9.4%)	98 (71.0%)	08 (5.7%)
3	Since the production of the aids is difficult, I do not use the above audio-aids for my classroom teaching.	67 (6.52%)	50 (36.2%)	12 (8.6%)	9 (6.52%)
4	Because of time constraints, I do not use these aids for my classroom teaching.	56 (40.5%)	61 (44.2%)	9 (6.52%)	12 (8.6%)
5	In my class, I do make use of Public Address System for clear audio.	108 (78.2%)	21 (15.2%)	4 (2.8%)	5 (3.6%)
6	I do not think that Public Address System can improve the Students learning.	117 (84.7%)	16 (11.5%)	4 (2.8%)	2 (1.4%)
7	I have heard about Computer Assisted Instruction (CAI) which is an individualized instructional system, which provides maximum amount of flexibility to the students for learning.	10 (7.2%)	9 (6.5%)	103 (74.6%)	16 (11.5%)
8	I do use CAI (Computer Assisted Instruction) for my classroom teaching.	02 (1.4%)	8 (5.7%)	120 (86.9%)	8 (5.8%)
9	I do prepare CAI packages in my subject.	01 (0.72%)	07 (5.0%)	122 (88.4%)	8 (5.8%)
10	Lack of CAI, I do not use it.	104 (75.3%)	28 (20.2%)	3 (2.1%)	3 (2.1%)
11	I do use e-books approach for my teaching	70 (50.7%)	60 (43.4%)	3 (2.1%)	5 (3.6%)
12	I do use e-journals for my classroom teaching.	69 (50.0%)	63 (45.6%)	4 (2.8%)	2 (1.4%)
13	I have heard about the Edusat facility.	20 (14.4%)	30 (21.7%)	40 (28.9%)	48 (34.7%)
14	I do not think that e-journals can improve the Students learning.	8 (5.7%)	12 (8.6%)	88 (63.7%)	30 (21.7%)
15	I do prepare the e-learning material in my subject for students interesting.	08 (5.7%)	06 (4.3%)	81 (58.6%)	43 (31.1%)
16	Since lack of technical knowledge of internet, I do not use it.	17 (12.3%)	20 (14.4%)	69 (50.0%)	32 (23.1%)
18	I do use Laptop/Computer for my class teaching.	91 (65.9%)	19 (13.7%)	20 (14.4%)	8 (5.7%)
19	Since there is no provision, I do not use Multimedia in my teaching	17 (12.3%)	16 (11.5%)	70 (50.7%)	35 (25.3%)

Graphics are visual elements often used to point readers and viewers to particular information. They are also used to supplement text in an effort to aid readers in their understanding of a particular concept or

make the concept more clear or interesting. In computing, they are used to create a graphical interface for the user; and graphics are one of the five key elements of multimedia technology. Graphics are among the primary ways of advertising the sale of goods or services.

Use of Web Publishing, Graphics, MS Word

Table No.2

No	ICT Utility Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1	I do use Web publishing software (e.g. Front page / Dream weaver) for my teaching	6 (4.3%)	8 (5.7%)	95 (68.8%)	29 (21.0%)
2	I do use Office software (Word, Excel, Access, Power point) for my classroom teaching	80 (57.9%)	42 (30.4%)	9 (6.5%)	7 (5.0%)
3	I do use the Graphics software (e.g. Photoshop) for my classroom teaching	79 (57.2%)	43 (31.1%)	6 (4.3%)	10 (7.2%)
4	Since there is no provision for Computer, I do not use these computer software works.	8 (5.7%)	12 (8.6%)	88 (63.7%)	30 (21.7%)
5	I can explain the web based Instruction in my class teaching.	91 (65.9%)	33 (23.9%)	10 (7.2%)	4 (2.8%)
6	I do use Web activities in my class.	82 (59.4%)	39 (28.2%)	7 (5.0%)	10 (7.2%)
7	During my teaching, I utilize the Internet.	97 (70.2%)	20 (14.4%)	11 (7.9%)	10 (7.2%)
8	Since there is no provision for net, I do not use.	6 (4.3%)	8 (5.7%)	116 (84.0%)	8 (5.7%)
9	I do allow the students, to do net browsing in my class hour.	90 (65.2%)	30 (21.7%)	8 (5.7%)	10 (7.2%)
10	I encourage the students to participate in the activities of the different internet associations.	92 (66.6%)	28 (20.2%)	9 (6.5%)	9 (6.5%)
11	I do use Internet in my class teaching.	85 (61.5%)	35 (25.3%)	10 (7.2%)	8 (5.7%)
12	I do not want them to do any internet activity during my teaching.	10 (7.2%)	8 (5.7%)	35 (25.3%)	85 (61.5%)
13	I have little knowledge about computer literacy.	6 (4.3%)	12 (8.6%)	40 (28.9%)	80 (57.9%)
14	I want to know about the computer and its usage of learning.	2 (1.4%)	14 (10.1%)	30 (21.7%)	90 (65.2%)
15	Because of my subject is entirely different from this field, I do not use computer.	7 (5.0%)	6 (4.3%)	111 (80.4%)	14 (10.1%)
16	I do use the Word processing in computer for taking handouts to the Students. (Word processing is a utility Computer software package of a Text editor).	60 (43.4%)	24 (17.3%)	19 (13.7%)	35 (25.3%)
17	During my teaching, I can explain the importance of Word processing, for the simple assignment activities.	79 (57.2%)	41 (29.7%)	6 (4.3%)	12 (8.6%)
18	I do prepare the Word documents in my subject.	73 (52.8%)	47 (34.0%)	5 (3.6%)	13 (9.4%)
19	Since lack of technical knowledge, I do not use the Word processing in computer.	11 (7.9%)	10 (7.2%)	86 (62.3%)	31 (22.4%)
20	I do use Internet Print outs and other web oriented materials in my classroom teaching.	66 (47.8%)	40 (28.9%)	27 (19.5%)	5 (3.6%)

Since one decade, interactive video has increased online as the result a number of factors including 1) the rise in numbers of users accessing the internet at broadband speeds 2) the addition of video as a media type to Flash.

Use of Interactive Video

Table No.3

No	ICT Utility Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1	I have heard about the interactive boards with interactive Video.	90 (65.2%)	40 (28.9%)	2 (1.4%)	4 (2.8%)
2	I do use Interactive video for my classroom teaching.	79 (57.2%)	30 (21.7%)	9 (6.5%)	20 (14.4%)
3	I have heard about the laser discs facility with touch screens.	90 (65.2%)	21 (15.2%)	20 (14.4%)	7 (5.0%)
4	I do not think that Interactive Video methodology can improve the Students learning.	50 (36.2%)	40 (28.9%)	40 (28.9%)	8 (5.7%)

Table-4 shows use of overhead projector, direct to home, ETV filmstrips etc.

Use of OHP, DTH, Transparencies, Filmstrips, ETV

Table No.4

No	ICT Utility Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1	In my class, I do make use of Over Head Projector (OHP).	110 (79.7%)	18 (13.0%)	5 (3.6%)	5 (3.6%)
2	In my class, I do make use of Opaque projector.	15 (10.8%)	5 (3.6%)	109(78.9%))	9 (6.5%)
3	I do prepare the OHP transparencies in my subject.	108 (78.2%)	20 (14.4%)	5 (3.6%)	5 (3.6%)
4	Due to time factor, I do not make use of the above transparencies.	9 (6.5%)	9 (6.5%)	114 (82.6%)	6 (4.3%)
5	In my class, I do make use of Educational Films	106 (76.8%)	19 (13.7%)	6 (4.3%)	7 (5.0%)
6	I do make use of Film Strips.	112 (81.1%)	6 (4.3%)	12 (8.6%)	8 (5.7%)
7	In my class, I do make use of film and filmstrip projector.	117 (85.7%)	8 (5.7%)	6 (4.3%)	7 (5.0%)
8	Because of lack of time, I do not make use of the films.	119 (86.2%)	7 (5.0%)	6 (4.3%)	6 (4.3%)
9	During teaching, I do make use of DTH Facilities.	121 (87.6%)	11 (7.9%)	3 (2.1%)	3 (2.1%)
10	During teaching, I do make use of Tele-Teaching Equipments.	109 (78.9%)	21 (5.2%)	5 (5.6%)	3 (2.1%)
11	During teaching, I do make use of TV – Projections.	106 (76.8%)	24 (17.3%)	6 (4.3%)	2 (1.4%)
12	Non-availability DTH and Television, I am unable to use it.	90 (65.2%)	30 (21.7%)	13 (9.4%)	5 (3.6%)
13	I do fel l that UGC’s ETV lessons are good.	111 (80.4%)	19 (13.7%)	4 (2.8%)	4 (2.8%)

Multimedia are the use of computers to present text, graphics, video, animation, and sound in an integrated way. With increases in performance and decreases in price, however, multimedia is now commonplace. Nearly all PCs are capable of displaying video, though the resolution available depends on the power of the computer's video adapter and CPU.

Use of CD, DVD, MP3, Multimedia, LCD

Table No.5

No	ICT Utility Statements	Strongly Agree	Agree	Strongly Disagree	Disagree
1	I do use the Compact disc as database management. (A compact disc is a highly portable and fairly cheap media of data storage of a computer program).	80 (57.9%)	40 (28.9%)	7 (5.0%)	11 (7.9%)
2	I do use the subject DVDs (Digital Video Disc) for my teaching.	78 (56.5%)	32 (23.1%)	20 (14.4%)	8 (5.7%)
3	I do prepare the Voice CDs, through our college language lab in my subject.	9 (6.52%)	3 (2.1%)	126 (91.3%)	20 (14.4%)
4	I do use the Pen drive facilities for my teaching.	90 (65.2%)	30 (21.7%)	10 (7.2%)	8 (5.7%)
5	Since there is no provision, I do not use CDs.	8 (5.7%)	10 (7.2%)	30 (21.7%)	90 (65.2%)
6	I do use the Voice MP3 CDs in my subject.	9 (6.52%)	16 (11.5%)	70 (50.7%)	43 (31.1%)
7	In my teaching, I do make use of Language Lab	89 (64.4%)	17 (12.3%)	24 (17.3%)	8 (5.7%)
8	I do not prepare the above CDs in my subject due to lack of time.	78 (56.5%)	35 (25.3%)	10 (7.2%)	15 (10.8%)
9	I am not using Educational Video programmes, because they are very difficult to understand.	80 (57.9%)	30 (21.7%)	20 (14.4%)	8 (5.7%)
10	During teaching, I do make use of LCD (Liquid Crystal Display) projector	78 (56.5%)	32 (23.1%)	18 (13.0%)	10 (7.2%)
11	I do fell that LCD projector slides are good.	88 (63.7%)	22 (5.9%)	10 (7.2%)	18 (13.0%)
12	I do prepare the power-point presentations through LCD projector.	108 (78.2%)	17 (12.3%)	9 (6.5%)	4 (2.8%)
13	Non-availability of LCD projector, I am unable to use it.	16 (11.5%)	10 (7.2%)	89 (64.4%)	23 (16.6%)
14	I prepare Multimedia CDs in my subject.	6 (4.3%)	12 (8.6%)	79 (57.2%)	41 (29.7%)

Different categories have been used by the researchers and educators to classify barriers to teachers use ICT in classroom teaching. They can be divided into following categories as per table No.6.

Obstruction in Use of ICT in Classroom Teaching

Table No.6

S.No.	ICT Utility Statements (Students Responses)	SA	A	SD	D
1	Irregular power supply	90 (65.2%)	20 (14.4%)	8 (5.7%)	20 (14.4%)
2	Inadequate computer literate (skilled) teachers	92 (66.6%)	18 (13.0%)	6 (4.3%)	22 (15.9%)
3	Inadequate ICT facilities	89 (64.4%)	30 (21.3%)	9 (6.5%)	10 (7.2%)
4	Financial constraints	95 (68.8%)	28 (20.2%)	10 (7.2%)	5 (3.6%)

The following Table-1, described the Government College and private College lecturers used the ICT literacy in their orientation in-service training courses, in their part of curricula.

ICT UTILITY IN TEACHING AND LEARNING:

The following Table-7, described the Government College and private College lecturers used the ICT literacy in their orientation in-service training courses, in their part of curricula.

ICT Utility by Training Lecturers

Table No.7.

Category	Mean	S.D	't'	Level of significance
Government(N=32)	40.94	10.112	1.539	No Sig.
Private Arts & Science (N=70)	35.88	12.548		

From the table-1, the mean and Standard deviation for the Government instructors are 40.94 and 10.112 while the Self financed and helped teachers were 35.88 and 12.548 separately. The't' for the gathering is 1.539 and the outcome was no huge distinction among them for using ICT. So the conclusion was there is no critical distinction between the Government and self financed and Aided College teachers utilizing ICT gadgets while as a part of their Orientation instructional courses. Altogether, 75 % of the Private College teachers in the chose test have high learning of Internet use. Be that as it may, for the Government resources, they were 25% used the Internet and in addition PC works in their everyday exercises.

CONCLUSION

A move in the part of an educator using ICTs to that of a facilitator does not hinder the requirement for instructors to serve as pioneers in the classroom; customary instructor authority aptitudes and practices are still vital (particularly those identified with lesson arranging, planning and development). Dissecting a scope of advancements and their potential helpfulness and advantages for HEIs for a very much considered choice on the ICT apparatuses most proper for a classroom instructing. SWOT examination is a typical vital arranging administration instrument for an efficient investigation of the quality, the shortcomings, the open doors and the dangers of a potential system, venture, device or measure. The last point is to boost quality and openings and to minimize shortcomings and dangers. In our setting it can be utilized as a part of request to answer the question: What sort of ICT is reasonable to Teachers and instructors in HEIs? We are living in an always developing advanced world. ICT affects almost every part of our lives - from attempting to mingling, figuring out how to playing. The advanced age has changed the way youngsters impart, organize,

look for, get to data and learn. We should perceive that youngsters are presently an online populace and get to is through an assortment of means, for example, PCs, TV and cell phones. As innovation turns out to be increasingly installed in our way of life, we should give our learners significant and contemporary encounters that permit them to effectively draw in with innovation and set them up for life after school. It is generally perceived that learners are roused and deliberately occupied with the learning procedure when ideas and abilities are supported with innovation and sound instructional method.

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