

Usability of Information and Communication Technology by Teacher Educators in B.Ed College of Mokokchung District, Nagaland

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Abstract—ICT is a scientific technological, engineering discipline and management techniques used in handling information and processing. Its application interaction with men and machines associated social, economical and cultural matters (UNESCO 2002) In this contemporary age, Information and communication technology (ICT) has become necessary in every aspects of our life, and it has also brought limelight into teacher education. Today, ICT has been a prominent facility in teacher education; it has become integral part of teacher education and its curriculum. ICT is a powerful tool and it is changing rapidly day by day. Due to the rapid growth in ICT, the teacher educators have to keep abreast with their knowledge, skills and competence in the latest development of the education. The knowledge of ICT is essential for the teacher educators in order to prepare the pre-service and In-service teachers in building up their abilities according to the changing needs, requirements and demand of the society today.

The study intends to find out the different types of ICT facilities that are available in the B.Ed College of Mokokchung District Nagaland. It also attempts to identify the ICT facilities that are usable by the teacher educators. Since, ICT plays a vital role in Teacher education in improving the quality of teaching and learning. Hence the paper focuses on the usability of information and communication technology by teacher educators in B.Ed College.

Keywords: ICT, Facilities, Usability, Teacher Educators, Development.

1. INTRODUCTION

Today, we are living in a world of technologies where we can access to any knowledge anytime anywhere. Technologies have brought many changes in our way of living whether in education system or in a work place and it also makes our life easier and dependent. In today's generation, technologies play a vital role in the educational system. Furthermore, it eases the work of both students and teachers to update their knowledge and skills and to improve the quality of teaching and learning. ICT is a scientific technological, engineering discipline and management techniques used in handling information and processing. Its application interaction with men and machines

associated social, economical and cultural matters (UNESCO 2002)

ICT stands for "Information and Communication Technologies". ICT refers to technologies that provide access to information through telecommunication. It is similar to Information Technology (IT) but focuses primarily on communication technologies. This technology includes the computer, internet, wireless network, cell phones, broadcasting technologies (radio and television), telephone and other communication mediums.

In the present scenario, Information and communication technology plays a vital role in teaching and learning process. ICT has influence all aspects of human life. It has been used in teaching, learning and assessment for many years in the distance learning institutions. However, varieties of ICTs, such as audio, video, computers and network technologies are combined to create a multifaceted instructional delivery system. It has also become integral part of teacher education and its curriculum. The knowledge of ICT is essential for the teacher educators to build up their new knowledge and ideas in order to use new tools for learning as well as in teaching and to prepare the pre-service and In-service teachers in building up their abilities according to the changing needs, requirements and demand of the society today. Today, most of the educational institutions have been integrated with the use of ICT which is a very challenging for the teachers and it also requires professional skills of teachers in order to achieve the institutional desire goals. Integration of ICT in teacher education has been a great help for the teacher educators as it helps them to access different types of ICT facilities effectively. It also plays a significant role in professional development of teacher educators as it empowers them with knowledge, skill, abilities and competencies in teaching. Moreover, it also improves them in using different types of teaching aid effectively.

2. STATEMENT OF THE PROBLEM

Information and Communication Technology has been a prominent facility in teacher education; it has become integral part of teacher education and its curriculum. However, in B.Ed College of Mokokchung District, the usability of ICT facilities for the teacher educators is not adequate due to the lack of ICT facilities in the Institute.

3. SIGNIFICANCE OF THE STUDY

Information and Communication Technology has become one of the basic building blocks of the modern world. It also influences Teacher Education of which it demands the professional skills and competences among the Teacher Educators. Though, ICT has been a prominent facility in Teacher education, yet the practice and usage of ICT is neglected due to the shortage of ICT facilities in the Teacher Training Institute.

4. OBJECTIVES OF THE STUDY

1. To find out the different types of ICT facilities available in B.Ed College of Mokokchung District, Nagaland.
2. To identify the usability of ICT facilities by teacher educators in B.Ed College of Mokokchung District, Nagaland.
3. To suggest remedial measure for the improvement of the usability of ICT facilities by the Teacher Educators

5. REVIEW OF RELATED LITERATURE

K, Nachimathu and G, Vijayakumari (2007) did research on “Modern ICT trends in teaching technology”, pointed out that most of the teacher educators are not able to use the media technologies due to lack of training. He recommended that the teachers have to be equipped the latest technology skills and abilities from time to time because the strong impact on student learning depends on the quality and competence of teachers.

Altun, Taner, (2007) studied on “ICT in initial teacher education”. The main aim of this study is to look into the strategies of preparing teacher and to bring out some possible ways of teaching through ICT in teacher education. These vital factors were; ICT infrastructure and physical resources, curriculum and policy development, training lecturers and pedagogical training of teachers in ICT.

Yuksel, Soner and Zahide (2009) conducted a study to examine the “Teacher educators’ ICT competencies, usage, and perception”. The data were collected from 111 teachers and 18 schools of teacher education and interviewed with 6 teachers. The result indicates that most of the participants expressed positive perceptions about the integration of ICT in teacher education program and also their competency were completely sufficient. They used the internet as a supportive tool to their courses and particularly search engines used by them.

6. METHODOLOGY

The investigators have used descriptive method in the present study.

6.1 Population of the study

The population of the study comprises of 1 B.Ed college, since there is only 1 B.Ed college located in Mokokchung District of Nagaland.

6.2 Sample of the study

All the Teacher Educators of B.Ed College of Mokokchung District have been selected for the sample. The total sample size consists of 8 Teacher Educators.

6.3 Tools Used

Constructed Structured questionnaires were used for data collection from the teacher educators of B.Ed College.

ANALYSIS AND DISCUSSIONS ON THE FINDINGS

a. Different types of ICT facilities available in B.Ed College of Mokokchung District, Nagaland

According to the responses collected from the teacher educators of B.Ed College Mokokchung, it is found that computer facilities, projector, wifi, Over Head Projector, interactive whiteboard, electronic mails are available in the College. All the teacher educators have the knowledge and are aware on the different types of ICT facilities that are available in the college. Though these different types of ICT facilities are available in the college, yet a few computers and only 2 projectors, low wifi facilities were being provided to the teachers.

However, the teacher educators would also like to have video conferring facilities, E-library, E-books and Digital studio for study as well as Personal Computer for each teachers and optical fiber Wi-Fi in the institute.

b. Usability of ICT facilities by teacher educators

The finding shows that B.Ed College of Mokokchung District, Nagaland does not have sufficient usability of ICT facilities by the teacher educators. The finding also depicts that some of the teacher educators do not have the skills and were reluctant especially to use new ICT facilities. Although, they make use of all the available ICT facilities provided by the institution, yet there is lack of infrastructure and technological facilities for the teacher educators.

The finding also share some similarity with Nachimathu and Vijayakumari (2007) who had done a study on “Modern ICT trends in teaching technology” which has been pointed out that most of the teacher educators are not able to use the media technologies due to lack of training.

SUGGESTIONS

- Seminars, workshops, conferences should be organized on ICT in the institution in order to update the knowledge and skills of teacher educators.

- The Head of the institution should take the initiative to see and observe that all the teacher educators should utilize ICT in the classroom at least ones a week.
- Adequate infrastructure for the utilization of ICT should be provided to Teacher Educators.
- Sufficient ICT facilities should be grant access to Teacher Educators.
- Teacher educators should be sent to participate in seminars, conferences, workshops on ICT.
- Provide opportunity to each teacher educators to upgrade their knowledge and skills to use new technologies among themselves.

CONCLUSION

Information and Communication Technology has become an integral part of teacher education and it helps teacher educators in upgrading the knowledge and skills to the latest educational development. Therefore, the knowledge of ICT is very essential for the teacher educators so as to provide new digital knowledge and skill to pre-service and in-service teachers that are needed at this hour.

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