

Evaluation of ICT Uses in B.Ed. Colleges

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Abstract

The present article is based on a study conducted on students and teachers of Teacher Education Institutions (TEIs) of Jamshedpur city of Jharkhand, India. The main objective of the study is to make an evaluation of ICT facilities in sample TEIs and their uses in teaching learning processes. The findings of the study revealed that most of the TEIs had facilities for ICT but they were not adequately used for teaching-learning processes.

Keywords

ICT, TEI, Teaching-Learning Process.

Introduction

In an era where the world of education and learning is changing rapidly, bringing new relatives and challenges to Teacher Education Institutions (TEIs) through innovations in use of Information and Communication Technology (ICT) has important implications.

ICT is the scientific and technological discipline, which deals with collection, storing and dissemination of information to the individual or group. The world is converted into minute global capsule and anyone desirous to have information would get it only on a click of button. ICT is a technology that aids in storage of data, retrieval as and when required, telecommunication, browsing for information and saves time, effort, paper, money and resources.

Effective Use of ICT in Teaching-Learning Process

In 1998, the UNESCO in its World Education Report, "Teacher and Teaching in a Changing World" described the radical implications of ICT in the conventional teaching-learning

process. Now in the present situation, ICT has become an important integral part of the curriculum of Teacher Education.

The following essential conditions must be met for the effective use of ICT in the teaching-learning process:

- a. Students and teachers must have sufficient access to digital technologies and the internet in their classrooms, schools and TEIs.
- b. High quality, meaningful and culturally responsive digital content must be available for teachers and learners.
- c. Teachers must have knowledge and skills to use the new digital tools and resources to help all students achieve high academic standards.

The use of ICT can make substantial change in education and training mainly in two ways. Firstly, enriched representation of information changes learners' perception and understanding of the content. Secondly, vast distribution and easy access to information can change relationship between teachers and students. ICT can also provide powerful support to educational innovations.

There is a need for students in Higher Education to develop learning skills that enable them to think critically, analyze information, communicate, collaborate and solve problems and realize the essential role that education plays in realizing these learning skills in today's knowledge-based society. These are skills and practices that can be rooted in day-to-day teaching-learning processes. Change in teaching approach from teacher-centric to student-centric would definitely imbibe these essential skills among students. Incorporating various methodologies like activity-based learning, problem-based learning, project-based learning and effective technology integration in everyday classroom practices will lend for promoting 21st century skills among students.

ICT is useful for organizing and managing schools and colleges. It provides enjoyable environment for both teachers and learners. This shift develops a creative and interactive learning environment for both. Therefore, it is imperative that teachers should be competent enough to use ICT effectively in the classroom situation.

Plan of the Study

A study was conducted to evaluate use of ICT in B.Ed. colleges of Jamshedpur city of Jharkhand, India. There were five B.Ed. colleges in Jamshedpur city affiliated to Kolhan University. A sample of 4 B.Ed. colleges (two girls colleges- JWC & JSCW and two coeducation colleges- JCC & KCC) was selected for the study. A sample of 25 students was randomly selected from each of the four sample college. Thus a total sample of 100 students was selected. A sample of 5 teachers was randomly selected from each college.

It was planned to gather detailed information about awareness, accessibility, applicability, etc. of ICT in these colleges for evaluation of uses of ICT in these colleges.

A questionnaire for students was constructed with a view to collect required data for evaluation. Questions in the questionnaire was classified into six groups, each group containing 4 to 6 questions. The first group sought general information about the students. Questions in the second group were based on information regarding awareness of ICTs. Students were asked to furnish information about ICT including their operation like power point presentation, internet surfing etc. In the third group questions were based on accessibility of ICT equipments in relevant colleges. This part included six questions. Here the students were asked question on the availability of computer, Internet and other facilities in their institutions. The purpose of fourth group of the questionnaire was to get information about uses of ICT in students' study. This group contains six questions. The fifth group of six questions was intended to draw out information about the facilities of ICTs available in the colleges. In the last group students were asked to furnish any related additional information they wished to share.

A structured interview schedule was prepared for the teachers. Questions in the schedule were based on awareness, accessibility, perception, uses in teaching-learning etc.

Findings of the study

- **Knowledge of Computer:** In all the sample colleges, 100% teachers were able to operate computer. In coeducation colleges, nearly fifty percent of the teachers did not have formal computer training. In these colleges 20% teachers felt some language problem in operating computer and were not comfortable in using computer and internet while teaching. Similarly fifty percent teachers were devoid of formal computer training in women's colleges. Fifty percent of teachers informed that they had their language problem in operating computer while teaching. A very high proportion (90%) of teachers agreed that no facility for in-service training like refresher course or summer camp in ICT was provided to the teachers by concerned college authority.
- **Internet:** 80% of teachers from JCC, KCC and GSCW; and 20% teachers from JWC agreed that it is easy to get updated information through internet than library. Similarly, 96% students from JCC, 92% from KCC and 80% students from JWC and GSCW were of the same opinion. Overall, 85% teachers and 82% students did internet surfing. But 75% of teachers and only 35% students had scope of using computer in their colleges. Among these colleges only in JWC provided some sort of facility for computer training to B.Ed. as well as M. Ed. Students.
- **Power Point Presentation:** In JCC and KCC, 80% teachers could prepare Power Point Presentation for teaching but only 38% students of JCC and 4% students of KCC responded that teachers taught them through Power Point Presentation. All teachers in JWC and 60 % teachers in GSCW were able to prepare power point presentation. 96% students of JWC and 4% of GSCW reported that teachers taught them through ppt. slides. The overall data shows that a high percentage (80%) of teachers were able to prepare ppt. slides but nearly 35% students responded that they are taught through power point presentations. If JWC is excluded this percentage comes to merely 18%.

- **ICT Facilities** : 100% teachers of JWC and KCC, 60% of GSCW and 20% of JCC mentioned that they had Audio-Visual room in their colleges. Students reported that this percentage was 100% in JWC and KCC, 92% in GSCW and 60% in JCC. The data on availability of AV rooms varied in case of teachers and students in GSCW and JCC. This may be due to occasional use of AV room and all students may not be aware of the availability of this facility in their colleges. According to average opinion, the number of projector in JCC was 'one', in KCC 'one', in JWC 'three' and in GSCW 'two'. In KCC, though 100% teachers and students agreed that their college had audio-visual room and projector screen facility but 96% students answered that no teacher taught them through power point presentation and all sample students responded that no teacher taught them to prepare lessons with the help of power point presentation.

On the whole, the teachers of JWC and GSCW got ample scope of using computer in their colleges in comparison with two coeducational colleges. But so far as the students were concerned, only students of the JWC got enough opportunity for the same.

According to the opinion of teachers and students, each college had ICT facilities, but they got less opportunity to use them. But the students and teachers of JWC relatively got better opportunity to avail them.

So far as the source of updating of information is concerned, majority of teachers and students of all the colleges responded for they liked surfing internet rather than visiting library.

Conclusion

From the above study it can be inferred that there was lack of effort on part of the teachers to implement the ICT facilities available in the B. Ed. Colleges of Jamshedpur. Teachers in particular should be well versed with the ICT equipments and their application.

There was no provision for training of teachers in ICT in the colleges. As a result they fall back in gaining up to date knowledge of teaching technologies.

All the colleges had some provision for ICTs but use of ICT did not reach the classroom level in most of the colleges. In all the four sample TEIs only JMC had the provision for computer training for students in which they learned internet surfing and preparation of power point presentation. But there is no such provision for training of teacher educators in any of these four colleges.

It was found that no college was having video conferencing facility. Majority of the teachers as well as students responded that internet was the better source of updating information. But they did not get adequate opportunity for using internet facility in their institutions.

ICT is a challenge to the academia as it throws open new corridors of knowledge and skills for both teachers and learners. Planning, organizing, directing and coordinating of ICT are required for all sectors of education. So, let us all come together and get ready to take up this challenge.

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