Use of ICT in Pedagogical Practices with Special Reference to Sibsagar District of Assam

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Abstract: The potential of use of ICT in higher education is an emerging issue. It is envisaged that the use of ICT in pedagogical practices can enhance the quality of education through advanced teaching and improved learning outcomes. The objectives of this study are to examine the differences, if any, in the use of ICT in respect of gender, geographical location and stream of education. The researcher selected 80 full time faculty members were randomly selected from 5 higher educational institute of Sibsagar district of Assam. The instruments for data collection were four points Likert scale questionnaire developed by authors and interview methods. The analysis of data has shown that most of the teachers took their classes by using ICT. There was no significance difference between rural and urban colleges in the use of ICT but gender based differences were found. It was seen that theres a slight difference in the use of ICT as per stream of education.

Key Words: Assam, Higher Education, ICT, Pedagogical Practices, Sibsagar

I. INTRODUCTION:

According to UNESCO, ICT refers to any forms of technology that are used to transmit, process. Share, create, display, exchange information through electronic means such as radio, television, video, telephone satellite system, computer and network, software and hardware etc. The fast growth and rapid implementation of ICT has revolutionized education system all over the world. It expounded of ICT in education has brought about tremendous change in teaching learning process. Teaching has become the most challenging. New demands have arisen for the education is to welcome the technology in pedagogy in order to enhance the delivery of course content and to strive at with the societal needs and the future demands. A variety of ICT use facilities delivery of instruction and learning process. It transforms the traditional society to a knowledge society.

II. OBJECTIVES:

The objectives of the study are:
1. To find out the difference, if any, in use of ICT in pedagogical practices between male and female faculty members.
2. To find out the difference, if any, in use of ICT in pedagogical practices between faculty members of the rural and urban colleges.
3. To find out the differences, if any, in use of ICT in pedagogical practices between faculty members of Science and Arts stream.

III. MATERIALS AND METHODS:

The study is based on survey method. 80 full time faculty members were randomly selected from 5 higher educational institute of Sibsagar district of Assam A structured questionnaire was designed in two scheduled and distributed among the permanent teachers. Out of 100 questionnaire distributed most of the teachers responded with 80% response rate.The scope of the present study covers full time faculty members of Five provincialized degree colleges of Sibsagar district affiliated to Dibrugarh University and under 12 (B) and (2f) of the UGC act 1956. The study in confined only in the use of ICT in pedagogical practices.

IV. RESULTS AND DISCUSSIONS:

- Use of computer/Internet in preparing class room instruction: The use of computers especially the internet enabled the teachers in preparing the day to day classroom instructions. The study reveals that half of the respondents use ICT always and frequently against two fifth (43%) use sometimes for preparing class room instruction.
- Applying ICT in pedagogical practices: All the teachers apply ICT in pedagogical practices. It is found that one fourth of the respondents apply ICT in pedagogical practices. Rest three forth apply sometimes and here.
- Networked environment: Network environment is a pre requisite of present day teaching learning process. Most of the institutions (70%) are having networked environment in the campus.
- ICT and enhanced of career: No one can keep abreast with the present day growth and development of concerned field of knowledge without global access. Use of ICT is obligatory for effective teaching learning as well as enhancing ones career. The study reveals that most of the respondents agree that use of ICT is essential in enhancing career.
- ICT based training programmes: Through organizing ICT based training programmes frequently, we can keep abreast with the latest trends. In service training is very essential to bridge the digital divide. The study witnesses that three fourth (75%) of the respondent acquire ICT based training programmes.
- Interaction with student community: ICT application enabled interaction with student community effectively. The study reveals that more than one third (35%) respondent interact with students using ICT.
- ICT helps in gathering information quickly: By using ICT one can gather information globally in a least possible time. The outcome of the study reveals that all the respondents agree that by using ICT one can gather information quickly.

- Global scholarly communication: For enriching ones career and effective teaching learning, global scholarly communication is utmost required. The study reveals that more than half of the responded (56%) desire global scholarly communication.
- Disseminate information to the end user: Right information should be provided to the end users. The study reveals that about three fourth of the respondents (70%) disseminate information through \using ICT.

Table 1:Male and Female teachers in applying ICT in teaching learning process.

Gender	Never	Sometimes	Frequently	Always	Total
Male	53	173	83	92	40
Female	57	157	95	61	370
Total	110	330	178	153	770

Table 2: Use of ICT in rural and Urban areas

Area	Never	Sometimes	Frequently	Always	Total
Rural	60	177	73	81	391
Urban	60	163	86	91	400
Total	120	340	159	172	791

Table 3: Stream wise Use of ICT

Stream	Never	Sometimes	Frequently	Always	Total
Science	58	169	82	79	388
Arts	62	171	96	103	432
Total	120	340	178	182	820

Table 4: Overall views of the faculties in a nutshell

Sl No.	Items	Yes	No	% of Yes	% of No
1.	Support from the authority for professional development.	60	20	75%	25%
2	ICT helps in knowledge creation	80	0	100%	0%
3.	ICT helps in gathering quick information.	80	0	100%	0%
4.	Enhance communication among larger groups	70	10	87.5%	12.5%
5.	Avoid ICT for lack of competencies	25	55	31.25%	68.75%
6.	Lack of time for class preparation	25	55	31.25%	68.75%
7.	Insufficient skill for using ICT	40	40	50%	50%
8.	Lack of support from stakeholders	20	60	25%	75%
9.	Global partnership can easily be developed	42	38	52.5%	47.5%

V. SUGGESTIONS:

Based on the study, following suggestions provided-

1. As information communication technologies are ever changing within a very short period of time, accordingly a sound financial policy and assistance is required to upgrade the same.

2. As most of the surveyed colleges are lacking infrastructure for video conferencing facilities should be incorporated as early as possible for effective teaching learning.
3. Wi Fi connection should be provided in the college campus.
4. Uninterrupted power supply must be there in the college.

VI. CONCLUSION:

From the study, it is found that most of the teachers took their classes by using ICT. Moreover, it is also found that there's a slight difference in the use of ICT as per stream of education. Undoubtedly, ICTs are potentially useful both to enhance education at large and pedagogy in particular. The effective integration of has multifaceted implications. It is an urgent need to train up faculty members regularly to make them compatible to the rapidly changing technology.

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