



Utilization of Information & Communication Technology (ICT) in Teaching Practices among College Teachers in Mizoram

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Abstract

The study examines the utilization of Information and Communication Technology (ICT) among college teachers in Mizoram, aiming to understand their current practices, challenges, and perceptions related to technology integration in teaching. Data collected through structured questionnaires and student evaluations reveal that a significant majority of teachers (80%) use ICT regularly, indicating a positive trend towards digital adoption in higher education. However, a small proportion (3%) of teachers do not incorporate ICT into their teaching, highlighting ongoing barriers such as lack of training and resources. The assessment of teachers' preparedness and teaching skills by students shows that 83% are well-equipped and confident in their instructional roles, although a minority lack adequate motivation or preparation. Student feedback emphasizes the importance of interactive, engaging teaching methods and friendly classroom environments. The findings highlight the need for targeted interventions, including professional development and infrastructure enhancement, to promote consistent and effective ICT use. Overall, the study contributes valuable insights for policymakers and educators striving to enhance teaching quality and technological integration in higher educational institutions in the state of Mizoram.

Keywords: Information and Communication Technology (ICT), Teaching, Quality, Student.

Introduction

The integration of Information and Communication Technology (ICT) has become a vital component for enhancing teaching and learning processes in contemporary educational landscape. ICT tools such as computers, internet, multimedia resources, and educational software have transformed traditional pedagogical methods, enabling educators to deliver more interactive, engaging, and effective instruction. The adoption of ICT in higher education is crucial for preparing students to meet the demands of a rapidly changing digital world and for fostering innovative teaching practices.

Mizoram, a northeastern state of India, has seen significant efforts to incorporate ICT into its educational institutions. However, the extent to which college teachers in Mizoram utilize these technologies in their teaching practices remains underexplored. Understanding the patterns, challenges, and perceptions related to ICT adoption among college educators can provide valuable insights for policymakers, administrators, and stakeholders aiming to improve teaching quality and technological integration. Despite its importance, the extent to which teachers utilize ICT varies widely across educational institutions and regions.

Objectives of the Study

- To evaluate the status of ICT utilization among college

teachers in Mizoram.

- To evaluate the impact of ICT utilization on teaching effectiveness and student learning outcomes.
- To provide suggestions recommendations for enhancing the effective use of ICT in higher educational institutions in Mizoram.

Methodology

This study is based on primary data collected through a structured questionnaire administered via Google Forms, complemented by interview methods. The evaluation and assessment of the teachers were conducted by their respective students, who provided feedback based on their classroom learning experiences. The focus is on assessing the teachers' utilization of ICT in their teaching practices across various colleges in Mizoram, as perceived and experienced by their students.

Integration of ICT in Teaching

Data incorporated in Table-1 indicates that a significant majority of college teachers in Mizoram, approximately 80%, use ICT regularly in their teaching practices. This high percentage reflects a growing integration of technology into higher education, suggesting that most teachers recognize the importance of ICT tools for enhancing teaching effectiveness and student engagement. Additionally, 17% of teachers use

ICT occasionally, indicating a sporadic but still notable engagement with technological resources. A small proportion, 3%, reported never using ICT in their teaching, which may point to barriers such as lack of training, limited access to resources, or resistance to adopting new technologies. Overall, the findings suggest a positive trend towards the adoption of ICT among college teachers in Mizoram, highlighting the increasing reliance on digital tools to facilitate modern teaching methods. However, the presence of teachers who do not regularly use ICT emphasises the need for targeted interventions, such as training and infrastructure development, to further promote consistent and effective use of ICT in educational practices.

Table 1: Utilization/Integration of ICT among College Teachers in Teaching Practices.

Used ICT regularly	80%
Not regularly, but used sometimes	17%
Never use ICT in Teaching	3%

Source: Field Survey, 2024

Teachers' Preparedness for Classroom Teaching

The study indicates that a significant majority of teachers, 87%, are well prepared and possess a rich knowledge base, which reflects a strong commitment to their professional responsibilities and a dedication to effective classroom teaching. This high percentage suggests that most teachers are confident in their subject expertise and are likely to deliver quality education. However, a small but noteworthy proportion of teachers, around 7%, are reported to teach merely as a duty without adequate preparation, which could negatively impact the quality of education and student learning outcomes. Additionally, 6% of teachers are perceived to not prioritize teaching, indicating a possible lack of motivation or engagement in their roles. These findings highlight the importance of ensuring that all teachers are adequately trained, well-prepared, and motivated to foster a conducive learning environment. Investing in continuous professional development and motivating teachers to view teaching as a passionate and dedicated profession can significantly enhance overall instructional quality and student achievement.

Table 2: Preparation of Teachers for classroom teaching.

Well prepared and rich in knowledge	87%
Just teach as a duty, no good preparation	7%
Teaching is not their priority	6%

Source: Field Survey, 2024

Evaluation of Teaching Skills of Teachers by the Students

As shown in Table-3, the study provides valuable insights into students' perceptions on the teaching skills of the teachers and highlights key areas for improvement. It reveals that 32% of total students highly value teachers who are friendly and playful in the classroom, as this creates a positive and engaging learning environment. Meanwhile, 30% emphasized the importance of active participation, seminars, and discussions, indicating that interactive teaching methods significantly enhance student engagement and understanding. 23% suggests attentive listening during lectures which remains an area where teachers can improve to maintain students' focus and interest. Additionally, 15% appreciates the provision of quality study materials for supporting student learning effectively. To address these findings, teachers

should focus on fostering a welcoming and friendly atmosphere, incorporating more interactive and participative activities into their teaching, and enhancing their presentation skills to keep students attentive. Improving the quality and accessibility of study materials is also crucial. Overall, professional development and training, student-centered teaching strategies can help teachers to improve their teaching skills and to create a more dynamic and supportive learning environment for students.

Table 3: Evaluation of Teaching Skills of Teachers.

Teachers be friendly and playful in the classroom	32%
Active participation of students, seminars & discussions	30%
Attentive listening of lectures	23%
Provided good study materials	15%

Source: Field Survey, 2024

Evaluation of Classroom Teaching by Students

Regarding the effectiveness of classroom teaching, the study shows that 60% of students consider it to be useful and effective for their studies, indicating that most students feel they have gained significant knowledge through classroom interactions. These students feel that they have learned most of the necessary material through classroom interactions, indicating a positive perception of the quality of teaching. Conversely, 40% of students perceive classroom teaching as less beneficial, primarily viewing it as a routine activity focused on attendance rather than meaningful learning. They prefer self-study and utilizing internet resources outside of class, finding these methods more effective for their learning. This disparity suggests a need for educators to implement more engaging and interactive teaching strategies to enhance the perceived value and effectiveness of classroom sessions, ensuring that students remain motivated and find tangible benefits in attending lectures.

Table 4: Evaluation of Classroom Teaching by Students.

Useful & effective; interested, learned most of the course	60%
Not much useful, just attend to record attendance, visiting library and self-study from other internet sources is better	40%

Source: Field Survey, 2024

Major Findings

- A significant majority of college teachers in Mizoram (80%) regularly use ICT in their teaching practices, indicating a positive trend towards digital integration in higher education.
- Approximately 17% of teachers utilize ICT on an occasional basis, whereas a minor segment of 3% do not incorporate ICT into their teaching at all, indicating disparities in the extent of technology adoption among the teachers in Mizoram.
- 60% of students consider classroom teaching to be useful and effective for their studies, indicating that most students feel they have gained significant knowledge through classroom interactions.
- 40% of students perceive classroom teaching as less beneficial, primarily viewing it as a routine activity focused on attendance rather than meaningful learning.
- Approximately 83% of teachers are well-prepared and possess substantial knowledge, reflecting a strong commitment to effective classroom instruction.
- Students value teachers who are friendly, interactive, and

attentive, emphasizing the importance of engaging and participative teaching methods.

- Lack of adequate training, resources, and motivation are identified as barriers hindering some teachers from fully integrating ICT into their teaching.

Suggestions & Recommendations

- The study emphasizes the importance of a friendly and engaging teaching style, fostering interaction and active learning.
- Teachers should focus on making lectures more engaging and participative to enhance attentiveness.
- Implement comprehensive training programs and workshops to facilitate effective use of ICT teaching.
- Improve infrastructure and access to technological resources in educational institutions.
- Encourage interactive and student-centered teaching approaches to increase participation of students.
- Foster collaborative platforms where teachers can share best practices and innovative teaching strategies.
- Improve the quality and dissemination of study materials to support student learning.
- Regular assessment and feedback mechanisms should be implemented to monitor ICT integration and teaching effectiveness.

Conclusion

A promising trend of ICT adoption among college teachers in Mizoram reflecting an increasing acknowledgment of the role of technology in higher education. While most teachers are integrating ICT into their teaching, persistent barriers such as lack of training and resources need to be addressed to ensure uniform and effective utilization. Enhancing infrastructural facilities, providing targeted professional development, and fostering an interactive teaching environment can significantly improve the quality of higher education. Ultimately, a strategic focus on continuous capacity building and resource allocation will be crucial in harnessing the full potential of ICT for enriching teaching and learning experiences at higher education in Mizoram.

References

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