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Use of ICT Tools by the Faculties at University of Mysore: A Study

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ABSTRACT

This study revealed use of ICT tools by the faculties at University of Mysore. Present study used a method that was quantitative in nature, and data were collected from university faculty members using random sampling. The survey questionnaires developed with using a five-point Likert scale, and the set of questionnaires asked computer skill of faculties and use of ICT tools. The data analysis was performed using Microsoft excel in simple descriptive form, interpreted in percentage, means, and standard deviation. The outcomes presented that the faculty members have computer skills and use of ICT tools knowledge that is essential to them. It was discovered that faculties are using computer skills in their everyday teaching and learning but only for basic purposes meanwhile many lack computer skills at the advanced level. There were only a few teachers who used computer skills for several purposes at the advanced levels to improve learning and teaching. They were some faculty members can't use of computers in education.

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KEYWORDS: ICT Tools/Applications, ICT Skills, Computer Skills, University of Mysore**.**

INTRODUCTION

The use of ICT for educational purposes, many teachers still lack the ICT literacy necessary to properly utilise ICT's learning potential (Lau and Sim, 2008). The purposes of teaching in education process is measured paramount particularly when knowledge and skills are acquired through the teaching and learning process. Teachers are the main forces supporting educational innovation, so in this technological age of information explosion, having ICT skills among faculty members is essential for assisting the teaching and learning process (Adebayo, 2008). Given the importance of ICT in education, it is discovered that there was very little research focused on the nature of the relationship between teaching staff members' ages and their attitudes towards ICT. Therefore, more research is required in this regard to focus on the ICT skills of teaching staff in higher education society (Abolade and Yusuf, 2005). Information and Communication Technologies were described as essential resources for every educational framework. They have the potential to be used to satisfy the educational needs of specific students, promote

educational opportunity equity, provide high-quality learning resources, increase student self-efficacy and impartiality of learning, and enhance teachers' professional development (Jegede, 2008).

ICT are used by key individuals, known as teachers and teacher instructors in educational background productively to increase your chances of benefits for their students and integrate ICT into the curriculum and its operation (Usun, 2009). Consequently, it can be believed that teachers are dynamic participants to enhance teaching and learning processes at schools, colleges, and universities to accomplish their objectives in a big way. Using ICT in education is measured a vehicle to expand the existing curricula and management processes in educational institution (Makau, 1990) that affects personal skill development and economic development (Kenya Government, 2004). The workers must learn the new skills connected to ICT (Hawkins, 2002) as they grow as an integral element of the workforce to offer potential to the economy at huge and earn their employment as possible candidates. ICT plays the largest possible role in programmes for pre- and in-service teacher preparation (Unwin, 2004). Moreover, ICT can help to pledge many negative factors such as high student-teacher ratios, lack of instructional materials, poor physical infrastructure, etc. that has a strong positive influence on student achievement and classroom practices (Leach, 2003).

The ICT well-educated and proficient teachers are the essential of the time in all type of educational institutions for their achievement. As, ICT skills of teachers improved their teaching skilfully and fundamentally in professional education specifically and tertiary education in general (Khan & Markauskaite, 2017). There is a increasing demand to incorporate ICT in the typical of teaching in vocational education (Bliuc, Casey, Bachfischer, Goodyear & Ellis, 2012; Khan 2015) to have constructive effects on teaching and learning (Tamim, Bernard, Borokhovski, Abrami & Schmid, 2011), which are well-defined approaches as the techniques adopted by teachers for their dynamic teaching and achievement of students (Postareff & Lindblom-Yla¨nne, 2008). These techniques fell into two broad categories, including student-focused and technology-focused strategies. Main approach describes ICT as media for carrying information and managing teaching actions, while second approach emphases ICT as media to participate learners in knowledge building process (Ellis, Hughes, Weyers & Riding, 2009). This improvement consists of the extreme use of ICT in teaching through different disciplines (Lindblom-Yla¨nne, Trigwell, Nevgi & Ashwin, 2006) in order to better prepare students for specific careers such as methodological and social ones through active participation (Gonza´lez, 2012). All participants in universities need to continue to emphasis on broad knowledge and thoughtful and be flexible ample to learn new technologies (Hagan, 2004). It is an elementary requirement and necessity of newly selected teachers and lecturers at schools or universities to be assisted and supported for the first three years of their profession.

This study helped to identify and recognize the faculty members' understanding of ICT and level of computer proficiency. Furthermore, the study was also able to discover how faculty members use ICT in their regular teaching and learning environments. This study came to the conclusion that there were gaps in the computer skills and ICT tool usage of university faculty members. This conclusion gave useful information to the university administration while development of ICT integration in the university.

METHODOLOGY

For this investigation, a quantitative research methodology was used because it was seen to be appropriate. A survey questionnaire was used to collect the information. Five-point Likert scales were used to design the survey questionnaires, which included questions about faculty members' use of ICT tools and computer skills. The data was gathered from the university faculties using a random sampling procedure. Intentionally, the researcher decided to carry out a sample survey study. Faculty members randomly selected 40% of the university population to receive questionnaires. In this study total population was 438, of the population 175 (40%) questionnaires distributed to faculty members, 143 (81.52%) received back. The response rate was found to be 81.52%. In a total of 143 questionnaires were coded, and analyzed. The response rate was accumulated and computed in the Microsoft excel for analysis. The data was then examined using an excel data analysis tool in a simple descriptive format, such as the computation of percentages, means, and standard deviations, which are shown in tables and graphs.

RESULT AND DISCUSSION

Table 1 Levels of Use of General Computer Applications

General Computer Applications	Rating Response					Total	Mean	SD
	I can use it very well	I can use it well	I can use it comfortably	I can use it to a small extent	I can't use it			
General windows	40 (27.97)	36 (25.17)	30 (20.98)	25 (17.48)	12 (8.39)	143 (100.00)	28.6	10.8995
Word Processor (MS Word)	55 (38.46)	20 (13.99)	36 (25.17)	18 (12.59)	14 (9.79)	143 (100.00)		16.9647
Spreadsheets (MS Excel)	34 (23.78)	25 (17.48)	30 (20.98)	17 (11.89)	37 (25.87)	143 (100.00)		7.8930
Presentations (MS PPT)	31 (21.68)	26 (18.18)	36 (25.17)	31 (21.68)	19 (13.29)	143 (100.00)		6.4265
Email	47 (32.87)	44 (30.77)	37 (25.87)	8 (5.59)	7 (4.90)	143 (100.00)		19.6036
Internet	55 (28.46)	48 (33.57)	24 (16.78)	10 (6.99)	6 (4.20)	143 (100.00)		22.0862
Databases	40 (27.97)	48 (33.57)	30 (20.98)	16 (11.19)	9 (6.29)	143 (100.00)		16.2111
Search Engines	42 (29.37)	47 (32.87)	39 (27.27)	7 (4.90)	8 (5.59)	143 (100.00)		19.4756
Multimedia authoring	46 (32.17)	40 (27.97)	35 (24.48)	13 (9.09)	9 (6.29)	143 (100.00)		16.5922
Graphic Editing	45 (31.47)	42 (29.37)	36 (25.17)	12 (8.39)	8 (5.59)	143 (100.00)		17.3436

Digital Audio	45 (31.47)	15 (10.49)	19 (13.29)	29 (20.28)	35 (24.48)	143 (100.00)		12.1161
Video Editing	35 (24.48)	31 (21.68)	16 (11.19)	22 (15.38)	39 (27.27)	143 (100.00)		9.44987
Web Page Design	34 (23.78)	9 (6.29)	21 (14.69)	41 (28.67)	38 (26.57)	143 (100.00)		13.3529
Learning Management System	34 (23.78)	7 (4.90)	21 (14.69)	42 (29.37)	39 (27.27)	143 (100.00)		14.5017
Wikis	35 (24.48)	10 (6.99)	33 (23.08)	33 (23.08)	32 (22.38)	143 (100.00)		10.4547
Blogs	45 (31.47)	8 (5.59)	26 (18.18)	27 (18.88)	37 (25.87)	143 (100.00)		13.9032
Sharing Tools	39 (27.27)	10 (6.99)	31 (21.68)	26 (18.18)	37 (25.87)	143 (100.00)		11.5888
Social Networking Sites	45 (31.47)	9 (6.29)	27 (18.88)	37 (25.87)	25 (17.48)	143 (100.00)		13.5941
Subject Guides	32 (22.38)	21 (14.69)	26 (18.18)	30 (20.98)	34 (23.78)	143 (100.00)		5.1769

The study showed that the faculties levels of use of general computer applications and knowledge fall within a choice of I can use it very well to I can't use it. Based on table 1, Out of 143 respondents, (55; 38.46%) and (20; 13.99%) respondents use Word Processor (MS word) very well and well respectively, followed by, (47; 32.87%) and (44; 30.77%) respondents use email very well and well respectively, (40; 27.97%) and (36; 25.17%) respondents use General windows very well and well respectively, (34; 23.78%) and (25; 17.48%) respondents use Spread sheets (MS Excel) very well and well respectively, (31; 21.68%) and (26; 18.18%) respondents use Presentations PPT very well and well respectively, (37; 25.87%) respondents use email comfortably, (36; 25.17%) respondents use Word Processor (MS word) and Presentations PPT comfortably, (30; 20.98%) respondents use general windows and Spread sheets (MS Excel) comfortably, (31; 21.68%) respondents use Presentations PPT to a small extent, (25; 17.48%) respondents use general windows to a small extent, (18; 12.59%) and (17; 11.89%) respondents use Word Processor (MS word), Spread sheets (MS Excel) to a small extent respectively, (8; 5.59%) respondents use email to a small extent,

Out of 143 respondents, (55; 28.46%) respondents use Internet very well, followed by, (48; 33.57%) respondents use Internet, Database well, (47; 32.87%) respondents use Search Engines well, (46; 32.17%) and (45; 31.47%) respondents use Multimedia authoring, Graphic Editing very well respectively, (42; 29.37%) respondents use Search Engines, Graphic Editing very well and well respectively, (42; 29.37%) respondents use Search Engines, Graphic Editing very well and well respectively, (40; 27.97%) respondents use Databases, Multimedia authoring very well and well respectively, (39; 27.27%), (36; 25.17%) and (35; 24.48%) respondents use Search Engines, Graphic

Editing and Multimedia authoring comfortably, (30; 20.98%) and (24; 16.78%) respondents use databases and Internet comfortably. (16; 11.19%) and (13; 9.09%) respondents use databases and Multimedia authoring to a small extent respectively, 12; 8.39%), (10; 6.99%) and (7; 4.90%) respondents use Graphic Editing, Internet, and Search Engines to a small extent respectively,

Out of 143 respondents, (45; 31.47%) respondents use Digital Audio very well, followed by (35; 24.48%) respondents use Video Editing, Wikis very well, (34; 23.78%) respondents use Web Page Design, Learning Management System very well, (31; 21.68%) respondents use Video Editing well, (15; 10.49%) respondents use Digital Audio well, (10; 6.99%),(9; 6.29%) and (7; 4.90%) respondents use Wikis, Web Page Design and Learning Management System well respectively, (33; 23.08%) respondents use Wikis comfortably, (21; 14.69%) respondents use Web Page Design and Learning Management System comfortably, (19; 13.29%) and (16; 11.19%) respondents use Digital Audio, Video Editing comfortably and respectively, (42; 29.37%) and (41; 28.67%) respondents use Learning Management System, Web Page Design to a small extent respectively, (33; 23.08%), (29; 20.28%) and (22; 15.38%) respondents use Wikis, Digital Audio and Video Editing to a small extent respectively,

Out of 143 respondents, (45; 31.47%) respondents use Blogs, Social Networking Sites very well, followed by (39; 27.27%) respondents use Sharing Tools very well, (32; 22.38%) and (21; 14.69%) respondents use Subject Guides very well and well respectively, (10; 6.99%) respondents use Sharing Tools well, (9; 6.99%) and (8; 5.59%) use Social Networking Sites, Blogs well respectively, (31; 21.68%) respondents use Sharing Tools comfortably, (27; 18.88%) respondents use Social Networking Sites comfortably, (26; 18.18%) respondents use Blogs, and Subject Guides comfortably, (37; 25.87%) use Social Networking Sites to a small extent, (30; 20.98%) use Social Subject Guides to a small extent, 27; 18.88%) respondents use Blogs to a small extent, and (26; 18.18%) respondents use Sharing tools to a small extent,

On the contrary, the outcome demonstrated that faculty members can't use general computer applications and knowledge in some areas and remain (37; 25.87%) respondents can't use Spread sheets (MS Excel), followed by (19; 13.29%) respondents can't use Presentations (PPT), (14; 9.79%) respondents can't use Word Processor (MS word), remains (12; 8.39%) and (7; 4.90%) respondents can't use General windows and email respectively, (9; 6.29%) respondents can't use databases, Multimedia authoring, followed by (8; 5.59%) respondents can't use Search Engines, Graphic Editing, and remain (6; 4.20%) respondents can't use Internet, (39; 27.27%) respondents can't use Video Editing and Learning Management System, followed by (38; 26.57%) respondents can't use Web Page Design (35; 24.48%) respondents can't use Digital Audio, and remain (32; 22.38%) respondents can't use Wikis, (37; 25.87%) respondents can't use Blogs and Sharing Tools, followed by (34; 23.78%) respondents can't use Subject Guides, and remains (25; 17.48%) respondents can't use Social Networking Sites.

These are considered to be the general computer applications and knowledge which is quite important and beneficial for the faculty members. Without these use of general computer applications and knowledge, ICT can never be used effectively for learning and teaching. These faculty members require assistance in learning and acquiring the necessary skills. This group of faculty members needs assistance to acquire and learn the abilities necessary to use

and make use of all the features. Otherwise, the lack of proficiency in these areas among faculty members will negatively impact the use of ICT in teaching and learning. There will be some impacts on educational quality.

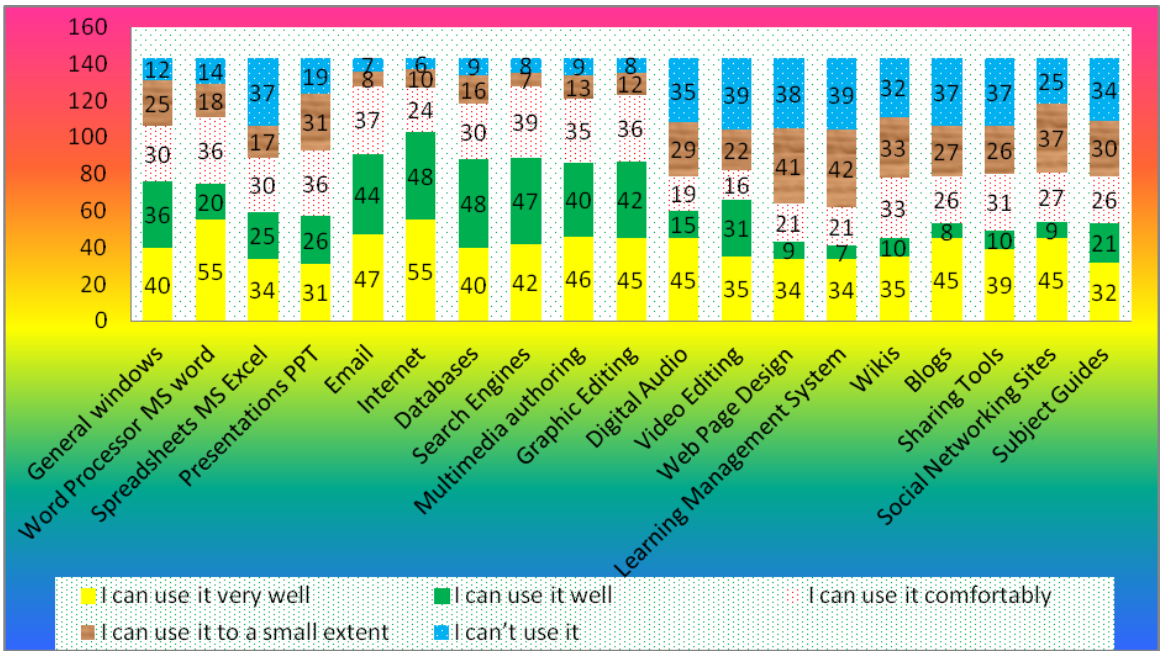

Figure 1: Levels of Use of General Computer Applications

Table 2: Levels of Use of Citation tools / Generators

Citation tools / Generators	Rating Response					Total	Mean	SD
	I can use it very well	I can use it well	I can use it comfortably	I can use it to a small extent	I can't use it			
Zotero	82 (57.34)	43 (30.07)	15 (10.49)	2 (1.40)	1 (0.70)	143 (100.00)	28.6	34.3264
Mendeley	76 (53.15)	45 (31.47)	20 (13.99)	1 (0.70)	1 (0.70)	143 (100.00)		32.067
Endnote	60 (41.96)	40 (27.97)	22 (15.38)	12 (8.39)	9 (6.29)	143 (100.00)		21.3260
RefWork	66 (46.15)	34 (23.78)	21 (14.69)	9 (6.29)	13 (9.09)	143 (100.00)		22.9848
BibMe	72 (50.35)	32 (22.38)	16 (11.19)	7 (4.90)	16 (11.19)	143 (100.00)		25.8804

The table 2 shows that the respondents' response on usage of Citation tools / Generators. Out of 143 respondents, (82; 57.34%) and (43; 30.07%) respondents use Zotero very well and well respectively, followed by (76; 53.15%) and (45; 31.47%) respondents use Mendeley very well and well respectively, (60; 41.96%) and (40; 27.97%) respondents use Endnote very well and well respectively, (66; 46.15%) and (34; 23.78%) respondents use RefWork very well and well respectively, (72; 50.35%) and (32; 22.38%) respondents use BibMe very well and well respectively, (22; 15.38%) respondents use Endnote comfortably, (20; 13.99%) respondents use Mendeley

comfortably, (16; 11.19%) and (15; 10.49%) respondents use BibMe and Zotero comfortably, (12; 8.39%) respondents use Endnote to a small extent, (7; 4.90%) respondents use BibMe to a small extent, (2; 1.40%) and (1; 0.70%) respondents use Zotero and Mendeley to a small extent, and remains on the contrary, the outcome presented that faculty members can't use Citation tools / Generators and knowledge in some areas (16; 11.19%) respondents can't use BibMe, followed by (13; 9.09%) respondents can't use RefWork, (9; 6.29%) respondents can't use Endnote, and remains (1; 0.70%) respondents can't use Zotero and Mendeley.

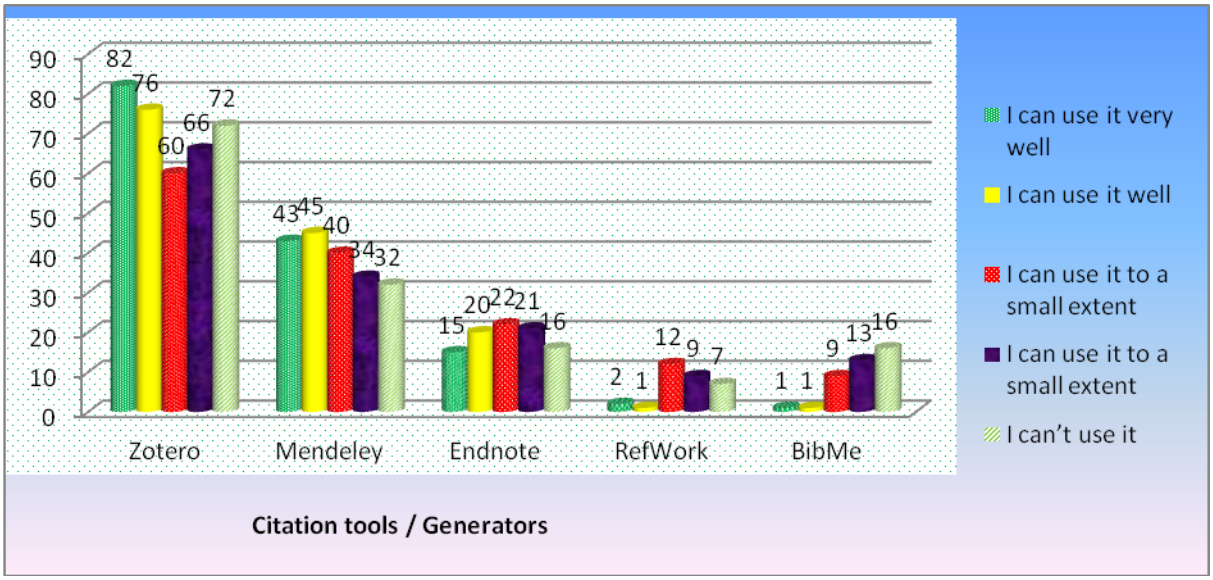

Figure 2: Levels of Use of Citation tools / Generators

Table 3: Levels of Use of Plagiarism Detection Software

Plagiarism Detection Software	Rating Response					Total	Mean	SD
	I can use it very well	I can use it well	I can use it comfortably	I can use it to a small extent	I can't use it			
Ouriginal (Urkund PlagScan)	5 (3.50)	6 (4.20)	7 (4.90)	57 (39.86)	68 (47.55)	143 (100.00)	28.6	31.1978
DirllBit	8 (5.59)	13 (9.09)	12 (8.39)	41 (28.67)	69 (48.25)	143 (100.00)		26.1209
Turnitin	21 (14.69)	16 (11.19)	6 (4.20)	34 (23.78)	66 (46.15)	143 (100.00)		23.2121
IThenticate	4 (2.80)	20 (13.90)	3 (2.10)	20 (13.99)	96 (67.13)	143 (100.00)		38.5720
Duplichecker	2 (1.40)	8 (5.59)	9 (6.29)	25 (17.48)	99 (69.23)	143 (100.00)		40.2654
Plagiarism Checker X	4 (2.80)	6 (4.20)	12 (8.39)	15 (10.49)	106 (74.13)	143 (100.00)		43.4948

Copyleaks	4 (2.80)	26 (18.18)	26 (18.18)	21 (14.69)	66 (46.15)	143 (100.00)		22.7772
Plagly	5 (3.50)	14 (9.79)	23 (16.08)	26 (18.18)	75 (52.45)	143 (100.00)		27.2085
Plagium	4 (2.80)	25 (17.48)	8 (5.59)	46 (32.17)	60 (41.96)	143 (100.00)		24.1413

The table 3 shows that the respondents' response on usage of Plagiarism Detection Software. Out of 143 respondents, (5; 3.50%) and (6; 4.20%) respondents can use Ouriginal (Urkund PlagScan) very well and well respectively, (7; 4.90%) can use it comfortably, (57; 39.86%) said to a small extent and (68; 47.55%) can't use it. Out of 143 respondents, (8; 5.59%) and (13; 9.09%) respondents can use DirllBit very well and well respectively, (12; 8.39%) can use it comfortably, (41; 28.78%) said to a small extent and (69; 48.25%) can't use it. Out of 143 respondents, (21; 14.69%) and (16; 11.19%) respondents can use Turnitin very well and well respectively, (6; 4.20%) can use it comfortably, (34; 23.78%) said to a small extent and (66; 46.15%) can't use it. Out of 143 respondents, (4; 2.80%) and (20; 13.90%) respondents can use IThenticate very well and well respectively, (3; 2.10%) can use it comfortably, (20; 13.99%) said to a small extent and (96; 67.13%) can't use it. Out of 143 respondents, (2; 1.40%) and (8; 5.59%) respondents can use Duplichecker very well and well respectively, (9; 6.29%) can use it comfortably, (25; 17.48%) said to a small extent and (99; 69.23%) can't use it. Out of 143 respondents, (4; 2.80%) and (6; 4.20%) respondents can use Plagiarism Checker X very well and well respectively, (12; 8.39%) can use it comfortably, (15; 10.49%) said to a small extent and (106; 74.13%) can't use it. Out of 143 respondents, (4; 2.80%) and (26; 18.18%) respondents can use Copyleaks very well and well respectively, (26; 18.18%) can use it comfortably, (21; 14.69%) said to a small extent and (66; 46.15%) can't use it. Out of 143 respondents, (5; 3.50%) and (14; 9.79%) respondents can use Plagly very well and well respectively, (23; 16.08%) can use it comfortably, (26; 18.18%) said to a small extent and (75; 52.45%) can't use it. Out of 143 respondents, (4; 2.80%) and (25; 17.48%) respondents can use Plagium very well and well respectively, (8; 5.59%) can use it comfortably, (46; 32.17%) said to a small extent and (60; 41.96%) said that they can't use it.

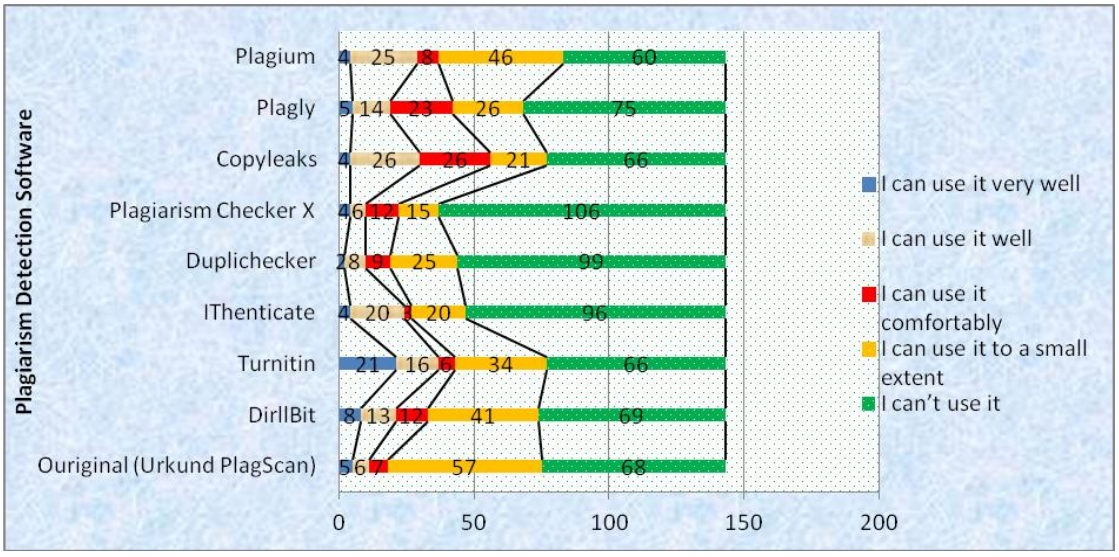

Figure 3*: Plagiarism Detection Software*

Table 4 Levels of Use of Meeting/Video Conferencing Applications

Meeting/Video Conferencing Applications	Rating Response					Total	Mean	SD
	I can use it very well	I can use it well	I can use it comfortably	I can use it to a small extent	I can't use it			
Zoom	60 (41.96)	31 (21.68)	4 (2.80)	27 (18.88)	21 (14.69)	143 (100.00)	28.6	20.3544
Gmeet	26 (18.18)	21 (14.69)	16 (11.19)	23 (16.08)	57 (39.86)	143 (100.00)		16.288
Cisco Webex	33 (23.08)	32 (22.38)	27 (18.88)	10 (6.99)	41 (28.67)	143 (100.00)		11.5456
GoToMeeting	7 (4.90)	16 (11.19)	15 (10.49)	32 (22.38)	73 (51.05)	143 (100.00)		26.4254
Microsoft Teams	5 (3.50)	16 (11.19)	21 (14.69)	37 (25.87)	64 (44.76)	143 (100.00)		22.8976
Skype	27 (18.88)	42 (29.37)	43 (30.07)	7 (4.90)	24 (16.78)	143 (100.00)		14.8088
BlackBoard Collaborate	35 (24.48)	37 (25.87)	40 (27.97)	11 (7.69)	20 (13.99)	143 (100.00)		12.502
FreeConference	48 (33.57)	4 (2.80)	33 (23.08)	49 (34.27)	9 (6.29)	143 (100.00)		21.2203
Facebook Live	48 (33.57)	19 (13.29)	33 (23.08)	36 (25.17)	7 (4.90)	143 (100.00)		15.8840
Youtube Live	45 (31.47)	50 (34.97)	35 (24.48)	8 (5.59)	5 (3.50)	143 (100.00)		20.9117

The table 4 shows the usage of Meeting/Video Conferencing applications. Out of 143 respondents, (60; 41.96%) and (31; 21.68%) respondents can use Zoom application very well and well respectively, (4; 2.80%) can use it comfortably, (27; 18.88%) said to a small extent and (21; 14.69%) can't use it. Out of 143 respondents, (26; 18.18%) and (21; 14.69%) respondents can use Gmeet application very well and well respectively, (16; 11.19%) can use it comfortably, (23; 16.08%) said to a small extent and (57; 39.86%) can't use it. Out of 143 respondents, (33; 23.08%) and (32; 22.38%) respondents can use Cisco Webex application very well and well respectively, (27; 18.88%) can use it comfortably, (10; 6.99%) said to a small extent and (41; 28.67%) can't use it. Out of 143 respondents, (7; 4.90%) and (16; 11.19%) respondents can use GoToMeeting application very well and well respectively, (15; 10.49%) can use it comfortably, (32; 22.38%) said to a small extent and (73; 51.05%) can't use it. Out of 143 respondents, (5; 3.50%) and (16; 11.19%) respondents can use Microsoft Teams application very well and well respectively, (21; 14.69%) can use it comfortably, (37; 25.87%) said to a small extent and (64; 44.76%) can't use it. Out of 143 respondents, (27; 18.88%) and (42; 29.37%) respondents can use Skype application very well and well respectively, (43; 30.07%) can use it comfortably, (7; 4.90%) said to a small extent and (24; 16.78%)

can't use it. Out of 143 respondents, (35; 24.48%) and (37; 25.87%) respondents can use BlackBoard Collaborate application very well and well respectively, (40; 27.97%) can use it comfortably, (11; 7.69%) said to a small extent and (20; 13.99%) can't use it. Out of 143 respondents, (48; 33.57%) and (4; 2.80%) respondents can use FreeConference application very well and well respectively, (33; 23.08%) can use it comfortably, (49; 34.27%) said to a small extent and (9; 6.29%) can't use it. Out of 143 respondents, (48; 33.57%) and (19; 13.29%) respondents can use Facebook Live application very well and well respectively, (33; 23.08%) can use it comfortably, (36; 25.17%) said to a small extent and (7; 4.90%) can't use it. Out of 143 respondents, (45; 31.47%) and (50; 34.97%) respondents can use Youtube Live application very well and well respectively, (35; 24.48%) can use it comfortably, (8; 5.59%) said to a small extent and (5; 3.50%) can't use it.

The findings made it quite evident that faculty members are unable to utilise ICT and its applications to their fullest potential. There is a chance for the teaching and learning systems to advance if the faculty members can link the advantages of ICTs. This will support the advancement of educational quality and also to bring in interest of learners in a bright future. Also, the use of ICT in the classroom will improve the work of the teachers and make it simpler and more efficient. Then, Faculty members will failure an opportunity to completely integrate ICT into education. This will have further effect on the learning of students in the university.

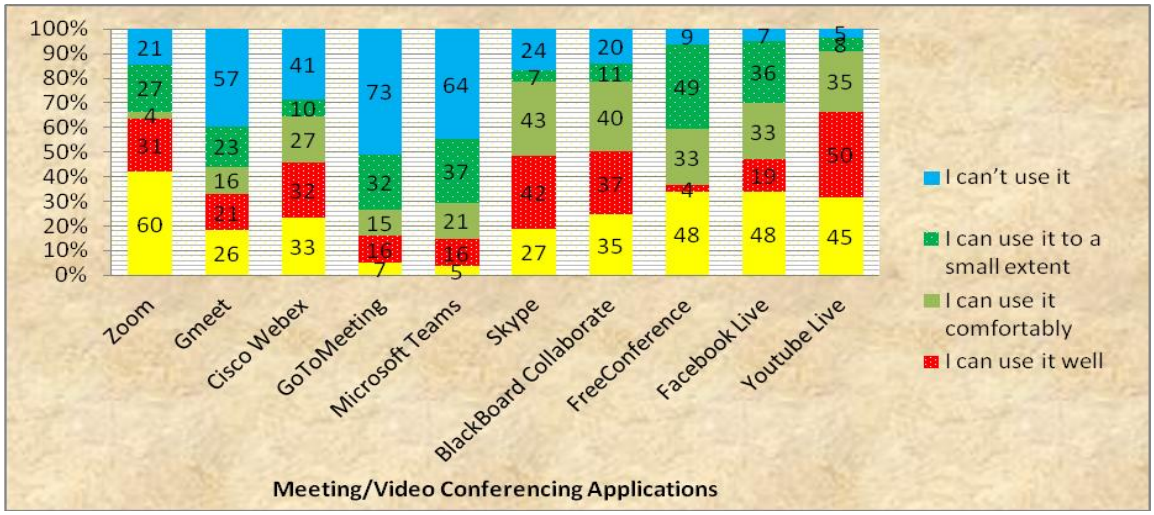

Figure 4: Meeting/Video Conferencing Applications

CONCLUSION

The need of ICT is crucial for education, and its impact is unquestionable. The university administration is fully aware of the value of ICT from a university viewpoint. There are still several things that must be completed in order for ICT to be strengthened and integrated. The major pillars for the successful integration of ICT, in addition to a number of other aspects that could have a similar impact, are the infrastructure, devices, ICT skills for the teachers, Internet connectivity, and specialised care mechanisms.

The faculty members use General Windows, MS Word, MS PowerPoint, MS Excel, Internet, and email etc. and have awarded these tools the highest ratings. Though many faculty members are comfortable utilising computers for teaching and learning, these computer skills are highly valuable for them. But in order to use ICT and have a greater impact on educational excellence, some faculty members need to develop both their fundamental and advanced skills.

In survey, teachers are ready to learn and use ICT at all times to ensure good services for learning processes. It is challenges for the university and university administration, policy makers, to ensure and build good infrastructure and accomplished progress. Otherwise, nowadays without technology faculty members are not to providing good quality education to our future education society.

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