Chapter V

SUMMARY, RECOMMENDATIONS, AND SUGGESTIONS

5.1.0 SUMMARY

The modern scenario cannot be imagined without Information Technology, and education is the field where technology provides a scaffolding nowadays. For spreading the knowledge and education ICT has done a great work that cannot be achieved by many educational policies. The positive impact of ICT in education is known by everyone that how does it enhance the capacity and quality of not only teaching and learning but also other co-curricular execution and IC5T is one of the best methods of teaching through multi-methodology.

Despite having a lot of positive impact on educational settings & have been used for the same department for other purposes for long period still, ICT has not been implemented in M.P. board govt schools.

5.1.1 How to implement ICT?

There are a lot of factors that hinder excess the of ICT but with a positive attitude and cooperative effort from top to bottom level, it can be achieved. For achieving this goal some fundamental steps like an in-service teacher training program, making ICT easy to operate, integrating ICT with curriculum, and funding should be applied.

5.1.2 Findings

1. Teachers have a positive attitude towards the usefulness and availability of ICT tools.

2. It is identified that the overall teachers' perception of ICT is that the system is good, but it needs proper training and support from institutions to implement the same effectively.
3. The study found that the ground-level situation is not so satisfactory for implementing ICT in govt. state board schools (sample taken).
4. The most common source of excessing ICT among teachers is smartphones because they feel they it is easy to operate.
5. There is a directly proportional relationship between ICT competency and teachers' age. In general teachers above 50 have less familiarity with ICT.
6. Lack of resources, especially smart-board and other resources like internet facility, number of computers, etc. is the major factor in implementing ICT.
7. There is no integration of ICT with a curriculum like a textbook for IT, and practical classes on computers.
8. Instructional and operating language of ICT becomes a hurdle for those who belong to the Hindi medium or any other local language.
9. In the recruitment process there is no provision of IT teachers at the upper primary or even high school level.
10. In M.P. board govt schools have large numbers of female teachers and girl students as compared to male teachers and boy students.

5.1.3 Conclusion

This study found that there is no lacuna among teachers and they have a very positive attitude towards implementing ICT in the classroom. The covid period has forced all people belonging to the educational background to use ICT. Not a single teacher has a negative attitude towards implementing ICT. 100% of teachers accept that ICT makes teaching more effective and most of the topics can teach through it and are always helpful in another aspect of the teaching-learning process in the school environment. Those who are not as efficient in using ICT want to learn it. Their awareness level was assessed based on their reply that they want training, resources, practice, and time to adapt it. Many suggestive measures came from their side that shows their awareness level of ICT.

Any successful transformation in educational practice requires the development of a positive user attitude. Filling the schools with relevant ICTs neither improves instruction nor creates a

more effective learning environment. Getting educated solely depends on the individual teacher's role to set conditions and generate environments for learning. The benefits of ICT in science education could only be achieved when teachers that are still key to learning have developed positive attitudes and competencies for instructional use of ICT.

Despite the rapid development of ICT and the great level of advances in science and technology in the previous decade, teachers are facing many challenges and opportunities with ICT in their school practice. The study attempts to address some of the aspects relevant to this very current topic.

In particular, the following issues need to be considered regarding teachers' future development of the implementation of ICT.

(1) Continuous care for the availability of up-to-date ICT devices in classrooms.

(2) Availability of in-service training to develop and continuously update teachers' knowledge and skills for didactically meaningful implementation of ICT in the teaching practice.

(3) Subject-specific ICT-based resources and e-learning platforms accompanied by training need to be provided to teachers so that their technology-related knowledge can be promoted.

(4) Encouragement of the participation of teachers in ICT training to increase positive beliefs about teaching with ICT and understanding of its potential in improving students' learning outcomes.

(5) Organisation of training sessions for headmasters and school managers to support teachers in their continuous ICT skill development.

5.1.4 Educational Implication

With the actualization of the vision and prospects of ICT has the following implication for the implementation of ICT.

- **Adequate funding**: The success of ICT in education programs largely depends on funding. This can be achieved when the funding of the program is properly articulated and handled especially as it is regarded to the implementation of ICT in school education.

Provision of Instructional Materials: Provision of Instructional Materials are materials, facilities, and equipment that the teacher uses to illustrate explain, and emphasizes the lesson for better comprehension by the students.

Monitoring and evaluation: all tiers of government and educational management are involved. The target is to identify education potential constraints so that appropriate steps can be taken to overcome them.

5.1.5 Recommendations

1. Programmes like workshops, seminars, and conferences may conduct to create awareness and highlight the importance of ICT in the teaching-learning process to meet the emerging needs of the Global market.
2. Schools should be well equipped with ICT tools and techniques.
3. Board of study has to revise the syllabus from time to time by the implementation of ICT in the teaching-learning process
4. Teachers must receive ongoing training; technology use must be matched to the curriculum's philosophy and theory of learning and adequate number/forms of ICT must be conveniently located within the classrooms.
5. The Federal, State, and Local governments and all the stakeholders in education should complementarily fund schools in the purchase of ICT facilities.
6. More orientation program has to be conducted to integrate the ICT into the curriculum.
7. A proper training to be given to the teachers, especially the teacher belonging to streams of Arts and humanities
8. Individual teachers should have an attitude toward to use of ICT in their professional life.
9. Teachers will be mastery of ICT only if they are practicing frequently. Unless the teachers are good at ICT, they can't guide for students to implement ICT in their learning process.
10. It is advised to the education institution seeking quality improvement as best practices is a provision of regular training teachers for the using technology in teaching, integrate the various facilities into the teaching-learning process.

11. An amendment may bring into the education policy and procedures to bring ICT into education.
12. The criteria to sanction the qualification approval to school teachers may have the capacity to use ICT in the teaching, learning, and evaluation process.

5.1.6 SUGGESTIONS FOR THE FURTHER RESEARCH

The present study investigated the perception and awareness of teachers about implementing ICT in teaching. The further researcher should also look at gender and age-wise comparison of competency levels in ICT among the teachers and students, student's perception of the implementation of n ICT, administrative challenges, and other stakeholders who have a crucial role to implement ICT in the teaching-learning process.