"INTEGRATION OF ICT IN TEACHING-LEARNING PROCESS-TEACHER'S PERSPECTIVE"

A

DISSERTATION

Submitted to

BARKATULLAH UNIVERSITY, BHOPAL (M.P)

For the partial fulfilment of

THREE YEAR INTEGRATED B.Ed. M.Ed.

SESSION 2019-2022

SUPERVISOR

DR. N.C. OJHA

ASSOCIATE PROFESSOR

DE, RIE, BHOPAL

INVESTIGATOR

ARPITA DAS

ROLL NO-200660407

DE, RIE, BHOPAL

D – 609

विद्यया ऽ मृतमश्नुते

RIE BHOPAL

क्षेत्रीय शिक्षा संस्थान, भोपाल मध्य प्रदेश Regional Institute of Education, Bhopal पुस्तकालय Library

DEPARTMENT OF EDUCATION

REGIONAL INSTITUTE OF EDUCATION

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

SHYAMLA HILLS BHOPAL (M.P.)

DECLARATION

I hereby declare that the dissertation entitled **"INTEGRATION OF ICT IN TEACHING-LEARNING PROCESS-TEACHER'S PERSPECTIVE"** for the partial fulfilment of B.Ed-M.Ed degree, is my own effort under the inspirational guidance of Associate Professor Nitai Charan Ojha, Department of Education, Regional Institute of Education, National Council of Educational Research and Training, Bhopal(M.P.).

I further declare that the dissertation is original and contains appropriate citations.

Date – 10.07.2022

Arpita Das

ARPITA DAS

STUDENT, DEPARTMENT OF EDUCATION,

REGIONAL INSTITUTE OF EDUCATION, NCERT, BHOPAL

SUPERVISOR'S CERTIFICATE

This is to certify that the research work entitled **"INTEGRATION OF ICT IN TEACHING-LEARNING PROCESS-TEACHER'S PERSPECTIVE"** has been successfully completed by **Arpita Das** for the partial fulfilment of the B.Ed-M.Ed degree in Regional Institute of Education, Bhopal(M.P.) under my guidance supervision for the session 2019-2022.

To the best of my knowledge and belief, the dissertation embodies the work of the candidate herself and has duly been done.

Date 10.07.2022

DR. NITAI CHARAN OJHA

SUPERVISOR, ASSOCIATE PROFESSOR, DEPARTMENT OF EDUCATION,
REGIONAL INSTITUTE OF EDUCATION, NCERT, BHOPAL

INTEGRATION OF ICT IN TEACHING-LEARNING PROCESS- TEACHER'S PERSPECTIVE

TABLE OF CONTENTS

CHAPTER	TITLE			PAGE
I	INTRODUCTION			
	1.0.0	BACKGROUND OF THE STUDY		3
	1.1.0	RATIONAL OF THE STUDY		4
	1.2.0	STATEMENT OF THE STUDY		5
	1.3.0	OPERATIONAL DEFINITIONS OF KEY TERMS		5
	1.4.0	OBJECTIVE OF THE STUDY		6
	1.5.0	HYPOTHESIS OF THE STUDY		7
	1.6.0	DELIMITATIONS OF THE STUDY		7
II	REVIEW OF RELATED LITERATURE			
	2.0.0	INTRODUCTION		8
	2.1.0	IMPORTANCE OF REVIEW OF LITERATURE		8
	2.2.0	REVIEW OF LITERATURE		9
		2.2.1	INDIAN STUDIES	9
		2.2.2	FOREIGN STUDIES	12
	2.3.0	SUMMARY OF REVIEW OF LITERATURE		14
III	RESEARCH METHODOLOGY			
	3.0.0	INTRODUCTION		16

	3.1.0	AREA OR LOCATION OF THE STUDY		17
	3.2.0	METHOD OF RESEARCH		17
	3.3.0	DESIGN OF THE RESEARCH		17
	3.4.0	POPULATION AND SAMPLE		18
	3.5.0	TOOL USED		18
		3.5.1	The Information Communication Technology Survey Questionnaire of Secondary Teachers	18
		3.5.2	Scoring	19
		3.6.3.0	Validity	19
	3.6.0	PROCEDURE OF DATA COLLECTION		20
IV	DATA ANALYSIS, INTERPRETATION AND DISCUSSION			
	4.0.0	INTRODUCTION		21
	4.1.0	PERSPECTIVES OF SECONDARY SCHOOL SCIENCE TEACHERS ABOUT USAGE OF ICT IN CLASSROOM		21
	4.2.0	PERSPECTIVES OF SECONDARY SCHOOL ARTS TEACHERS ABOUT USAGE OF ICT IN CLASSROOM		23
	4.3.0	TEACHER'S PERSPECTIVES WITH RESPECT TO THEIR GENDER, AGE AND EXPERIENCE		25
		4.3.1	Gender	26
		4.3.2	Age	28
		4.3.3	Experience	31
	4.4.0	DISCUSSIONS		33

V	FINDINGS, CONCLUSIONS, IMPLICATIONS & SUGGESTIONS				
	5.0.0	INTRODUCTION			34
	5.1.0	FINDINGS			34
	5.2.0	PERCEPTION OF SCIENCE TEACHERS ON THE INTEGRATION OF ICT IN CLASSROOM TEACHING			34
	5.3.0	PERCEPTION OF ARTS TEACHERS ON THE INTEGRATION OF ICT IN CLASSROOM TEACHING			35
	5.4.0	PERCEPTION OF TEACHERS ON THE INTEGRATION OF ICT IN CLASSROOM TEACHING WITH RESPECT TO THEIR GENDER			35
	5.5.0	PERCEPTION OF TEACHERS ON THE INTEGRATION OF ICT IN CLASSROOM TEACHING WITH RESPECT TO THEIR AGE			36
	5.6.0	PERCEPTION OF TEACHERS ON THE INTEGRATION OF ICT IN CLASSROOM TEACHING WITH RESPECT TO THEIR EXPERIENCE			36
	5.7.0	SUMMARY			37
		5.7.1	Need Of the Study		37
		5.7.2	Statement of the Study		37
		5.7.3	Objective of the Study		37
		5.7.4	Hypothesis		37
		5.7.5	Design		38
		5.7.6	Population and Sample		38
		5.7.7	Tools Used		39
			5.7.7.1	The Information Communication Technology Survey Questionnaire of Secondary Teachers	39

		5.7.8	Procedure of Data Collection	39
		5.7.9	Data Analysis	39
	5.8.0	EDUCATIONAL IMPLICATION		39
	5.9.0	SUGGESTIONS FOR FUTURE STUDIES		40
	5.10.0	CONCLUSION		41
	BIBLIOGRAPHY			44-46
	APPENDIX			
		Feedback form: Integration of ICT in Teaching-Learning Process		

Table of Content of Figures

Fig-no	Name of the Figure	Page no
4.1	Average Score of Science Teachers Perception	22
4.2	Perception of ICT- Science Teachers	23
4.3	Average Score of Arts Teachers Perception	24
4.4	Perception of ICT- Arts Teachers	25
4.5	Average Score of Perception of Teachers by Gender	27
4.6	Gender wise perception on ICT	28
4.7	Average Score of Teacher by Age Group	29
4.8	Age Group wise Perception in ICT	30
4.9	Average Score of Teacher by Experience	31
4.10	Experience wise Perception on ICT	32

Table of Content of Table

Table no	Name of the Table	Page no
3.1	Table:3.1: Five Point Rating Scale Table	19
4.1	Average Score of Teacher with Respect to Their Gender	27
4.2	Percentage Score of Teacher with Respect to Their Gender	27
4.3	Average Score of Teacher with Respect to Their Age	29
4.4	Percentage Score of Teacher with Respect to Their Age	30
4.5	Average Score of Teacher with Respect to Their Experience	31
4.6	Percentage Score of Teacher with Respect to Their Experience	32