CHAPTER-V

SUMMARY AND CONCLUSION

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5.1 INTRODUCTION

The present study was planned to investigate the effectiveness of ICT based Approach in terms of Achievement in Social Science and their Reaction towards ICT based Approach. In this chapter, discussion on the findings is presented on the basis of interpretation of the data given in the chapter IV.

5.2 RATIONALE OF THE STUDY

Today's world is that of technology and education keeping in view with the peace of it has the idea of technology into it to cater properly to the needs of today's student's. The old method of teaching is somehow becoming unproductive to a large scale chalk and talk method in the classroom doesn't reach each and every student but the ITC education can reach as many companies are developing new technology to attract students for better understanding of the concept because of which , the technological approach towards the learners seem very effective than the old teaching method . It is time saving, required less manpower, and is easily available through internet and App's and it is very effective in increasing the achievement level of students.

5.3 STATEMENT OF THE PROBLEM

The problem for the present study was worded as:

STUDY OF EFFECTIVENESS OF ICT ON ACHIEVEMENT IN SOCIAL SCIENCE OF CLASS VII STUDENTS

5.4 OBJECTIVES OF THE STUDY

1. The objectives of the study are: To study the achievement in Social Science of the Students studied through the ICT-mediated learning.

2. To study the effect of Treatment, Gender and their interaction on the achievement in Social Science of the Students by taking their pre-test scores of achievement in Social Science as covariate.

5.5 HYPOTHESIS OF THE STUDY

1. There is no significant effect of Treatment on the achievement in Social Science of the Students when their pre-test scores of achievement in Social science are taken as covariate.

2. There is no significant effect of Gender on the achievement in Social Science of the Students when their pre-test scores of achievement in Social Science are taken as covariate.

3. There is no significant Interaction of Treatment on the achievement in Social science of the Students when their pre-test scores of achievement in Social Science are taken as covariate.

5.6 METHODOLOGY

For the present study, Experimental method was employed.

5.7 SAMPLE

Random sampling techniques was used for the selection of the school for the study. 50 students of class VII of Demonstration Multipurpose School, Bhopal were selected for the study.

5.8 VARIABLES

There are following two types of variables.
3. Independent variable
4. Dependent variable

INDEPENDENT VARIABLES

The independent variables in the present study are the two different teaching approaches. i.e. **Traditional Approach** and ICT based Approach. The **Experimental group** was taught by ICT based Approach and the control group was taught by the **Traditional Approach.**

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DEPENDENT VARIABLES

The Dependent Variables in the present study is Achievement in Social science.

5.9 DESIGN OF THE STUDY

The study was Experimental in nature. Pre test, Post test control group design was employed.

5.10 TOOLS USED

The following tool were used for the collection of data. An achievement text in Social Science was developed by the investigator and students of experiment group towards the ICT approach was measured with the help of a reaction scale developed by the investigator.

5.11 PROCEDURE OF THE COLLUCTION

Data were collected with the help of tools describes in the preceding captions. The treatment i.e., teaching through ICT based Approach and the teaching through Traditional Approach was given to both the groups. respectively. The experimental group was taught through the ICT based approach and the control group was taught through in traditional approach.

In total 5 lessons were taught to both the groups followings the different approaches as mentioned. An achievement test was developed by the investigation and was administered to the students of both the groups after teaching of five lessons. Reaction scale developed by the investigator was administered only the experimental group, after the completion of 5 lessons.

5.12 MAJOR FINDINGS OF THE STUDY

On the basis of interpretation of the data presented in previous chapter the major findings are as follows:

1. ICT approach was found to be effective in terms of student's achievement in Social Science and Reaction of the students towards ICT based Approach .

2. The mean scores of achievement of students in Social Science taught through ICT based approach were found to be significantly higher then those of their counterpart taught through the traditional method.

3. Gender did not influence significantly the Students achievement in Social Science.

4. The interaction between treatment and gender did not influence significantly the student's achievement in Social Science.

5.13 EDUCATIONAL IMPLICATIONS

The present study has its implications for all who involves in teaching learning process directly or indirectly. It is useful study for school teacher. Teacher can play a very important role in the implication of ICT based approach in teaching process. Information communication technology is fast emerging as a basic skill that will be important to life in the 21st century. In fact the ICT is changing the nature of knowledge. Instead of limiting you to the linear presentation of text as printed in books, multimedia makes reading dynamic by giving words as important new dimension.

5.13.1 IMPLICATION FOR TEACHER

This study will help to spread the information age to millions of teachers learner who have not yet used the computer. The study will enables teachers to creates course material, multimedia in classroom which include power point presentation, videos related to content, animated video that are created by teacher, software available open and free like that can be used for reference or instruction, use activity based software that directly engage the students in using multimedia to construct and Conway knowledge.

5.13.2 IMPLICATION FOR STUDENTS

Multimedia activities encourage students to work in group, express their knowledge, construct knowledge, and solve problems. The advantages of integration of ICT in the classrooms are many. Through participation in multimedia activities, students can learn:

- Collaborative learning

- Value of team work
- 21st century skills OF ICT
- Impact and importance of multimedia
- Challenges of communication
- Significance of presentation and speaking skills
- Provide feedback
- Express their creative idea

5.13.3 IMPLICATION FOR PARENTS

The present study will be very helpful to parents also. Parents can teach their children with the help of multimedia tools largely available on internet. Animated videos, you tube chapter based lectors, Government initiative Swayam Prabha lectors, will develop positive interest in the behavior of the children towards learning.

5.14 SUGGESTION FOR FURTHER RESEARCH

1. The study in future can be done in the other subjects.

2. The study can be done with big sample.

3. The research can be done on different locations.

4. The research can be done on students of other classes or age group.

5. The research can be done on taking sample from Government and semi government

   schools

6. Comparative study can also be done on those students who have computer on their home and those who have not.