A complete proposal with above details forms an ICT implementation manual for the institution. It becomes a one-stop-shop for any of the constituent of the institution when it comes to ICT implementation. Another feature of the model is – institution can be at any stage of ICT adoption. Since one of essential steps is Existing Capacity Assessment, every ‘manual’ created out of the model will begin from present ICT state of the institution.

Chapter: 7

Recommendations & Conclusion
We would like to recommend ICT Adoption Model to the higher education academia in India, which may be at any stage of technology adoption. We have tried to make it as much universal as possible so that without having to consider any type, stream or size of academia, model can be applied.
Nevertheless, like any other study, there have been challenges in conducting the study that are discussed in this chapter along with future research ideas.
The research has identified major difficulties faced by educators in adopting ICT in the form of – Awareness, Training, Existing capacity assessment, Planning etc. The idea behind narrowing down to limited number of major hurdles was to recommend implementation framework or ICT Adoption Model.

While the model is applicable to any of the higher education institutions in India, it is recommended to start and correlate with the difficulties identified. Institution can apply such difficulties and others mentioned in the thesis from the perspective of their own condition. Policy makers and authority agencies are requested to focus on major hurdles identified in the study from the perspective of addressing the real needs of educators.

ICT Adoption Model is one of important outcomes and hence the recommendation of the thesis. A complete manual as an outcome of application of model becomes a great guideline for any of the stakeholders of academia. Another feature of the model is – institution can be at any stage of ICT adoption. Since one of essential steps is Existing Capacity Assessment, every ‘manual’ created out of the model will begin from present ICT state of the institution. Hence it is much recommended to every higher education institution from any stream.

Besides taking into consideration Best Practices in ICT Adoption world-wide, study has also researched many success stories in Indian context. Model has certain aspects that have the influence from such best practices and success stories. Hence while the model once implemented will pave way for seamless ICT implementation, it will also be useful for institutions to achieve excellence in their fields.

The study has also diffused existing Technology Adoption Model to enhance and apply from Indian higher education context. It is based on educators’ use of ICT as well as Students’ perspective on its usage. Two important aspects considered in any
ICT usage are – teaching or instructional use and secondly administrative or managerial use. This study has focused on teaching use of ICT only. Second use too is crucial in overall success of ICT Adoption. But the recommended model can also cover it in its stages.

Use of technology in teaching is increasing exponentially world-wide. A lot of innovations and disruptions are taking place in education technologies everywhere. Indian Education sector happens to be rising from a zero state now. It is considered by many education technology experts as the most attractive education technology space in the world. While most of the educators use technology for communication purpose, its use in research needs a big boost. Right from authority agencies like UGC and MHRD have been struggling to make teachers use technology effectively, it is also up to every individual to keep abreast of the latest in ICT usage in teaching. ICT is the most potent weapon to achieve excellence in teaching and research. Indian educators need to realize this very fact and embrace ICT in every right form. They also need to re-skill while using ICT. Though ICT adoption is a kind of a change management, educators need to drop off the unwillingness to adopt it.

Another important factor we found out was awareness of students about various technologies. Today’s student is never-before tech savvy. He has access to the knowledge repertoire that is available on the internet. Hence it brings all that more responsibility on teacher’s shoulders to equip better while teaching. ICT can just be a facilitator and a friend of teacher. Student awareness acts as an important influencer for educators while adopting ICT.

The study also reconfirms certain limitations of existing technology adoption frameworks as well as comes up with altogether a new ICT adoption model more suited for Indian higher education segment. With its spread and infrastructure availability, Indian higher education sector has a lot of challenges in every change
management. Its education system too is now much Indianized when it comes to student backgrounds. Keeping all these factors in mind, a new and fresh look at such challenges was necessary to make sure that ICT adoption happens and happens at a good pace. The model will certainly be a good starter when it comes to ICT adoption in Indian higher education system.