Chapter - VI

CONCLUSIONS & SUGGESTIONS

The following conclusions are drawn from the present study:

- The analysis indicates that majority of the respondents are well-aware of E-learning concepts and are using E-learning software in their day-to-day discharge of duties. (Table No. 1 and 2)

- Majority of the institutions has NAAC or NBA accreditation. It also observed that majority of respondents are from engineering courses and most of the concern universities are not running e-learning courses. But majority of the respondents are using E-content for teaching and study. And it is evident that 75% e-learning resources are used by 80% of respondents. (Table No. 3 to 7)

- Around 80% of the respondents were positive about university support and the same percentages have stated their institution is making the budgetary provisions. Majority of the respondents were of the opinion the e-learning will take over India in big way but at the same time they felt that conventional teaching cannot be replaced. (Table No. 8 to 11)

- The study reveals that video conferencing and webinar culture is known to the respondents. But a majority is unaware of webinar based training. Similarly 60% respondents accepted that they are not use simulation techniques. However a large number of respondents using PPT’s. (Table No. 12 to 19)

- However a large number of respondents have e-learning related conferences. Most of the respondents are self educated or some have teaching degrees or training courses. It is also found that teachers are
getting enough time for preparation; Almost 85% respondents are having the experience of using online resources. (Table No. 20-25)

- The majority expressed the opinion that ICT policies contributes moderately towards building of individual’s characteristics. (Table No. 26 and 27)

- Majority of respondents stated that ICT policies moderately contribute to good education. Moreover it contributes moderately toward group work. A moderate contact is expected between instructor and students. A large number of respondents are of the opinion that a balanced approach is required between face to face and via internet. But budgets provided by the institution beyond 5% on ICT. The majority also agreed that Head of the institution is formally responsible. Because the implementation of ICT policy is the responsibility of higher authorities. (Table No. 28 to 36)

- The study also discloses that ICT policies increases efficiency, contributes moderately towards flexibility, increase the cost effective and moderately contributes towards generation of income. It also indicates that also moderately creating more opportunities for continuing education of learners. (Table No. 37-42)

- The moderate contribution is also indicated in creating more opportunities for international students. Also moderately contributes towards the enhancement of competitive spirit and also moderately enhances status and reputations of institutes in increasing demand for continuing education. (Table No. 43 to 48)

- The study also indicates that a very little response shown by the international students. However the teachers have mentally prepared themselves to accept the change. It is also affirmed that the ICT play do
assist in setting up of the norms of staff assessment and implementing such norms. It is also established that it can be an effective tool in external quality assurance. (Table No 49 to 54)

- A majority of the respondents felt that ICT should be mandatory, the contributions of ICT through E-mail, Web resources, Wireless Solutions, Web based course management and externally available course and modules largely recognized appreciated by the respondents. (Table No 55 to 60)

- While comparing the urban and rural respondent’s, on the selected aspects, it has been observed that awareness of ICT is only 25% among the rural compared to urban respondents and all most the same percentage is found in accreditation.

- It is found that most of undergraduates and postgraduates are from urban areas compare to rural area respondents. It has been observed that in case downloading the Urban respondents have over taken the Rural Respondents.

- While studying the use of e-learning resources by urban and rural area respondents, it observed that majority of both the respondents stated that they are using e-learning resources 50% in their lectures. At the same time both urban and rural area respondents feel that university has provided assistance to colleges for e-learning.

- The study of budget required to institutions for use of ICT, both the urban and rural area respondents stated that more than Rs. 50000/- budget is needed. At the same time 72% of urban and rural area respondents stated that e-learning will to take up India in a big way.
When compared to conventional classroom teaching fully with ICT based education tools, it is found that maximum number of both urban and rural area respondents, feel that conventional classroom teaching cannot be replaced fully with ICT based educational tools. On the other hand out of total 680 respondents, 50% of both the urban and rural respondents have accepted that they are using video conference lectures.

The study of use of PPTs by urban and rural area respondents, most of the urban and rural respondents agreed that they are using PPTs and other presentation means in their teaching. As far as the study of attendance in e-learning related conferences, it shows that there is a great need of creating awareness to among the Respondents (both urban and rural).

The comparison between area of respondents and learning of various courses via web, includes only 51% of both urban and rural area respondents have taken advantage of web for learning and teaching. At the same time both urban and rural area respondents agreed that it contributes towards development of educational system in institution.

The analysis indicates that a majority of respondents i.e. 80% stated that a balance between face-to-face via internet is maintained. At the same time it can be concluded that the majority of the urban and rural area respondents stated that 1% to 5% budgetary provisions are made for use of ICT.

The study of cross analysis between area of residence and increase in efficiency due to ICT policy concludes that most of the urban and rural area respondents believed that ICT policies increases the efficiency of organization. As far as cost effectiveness of ICT policies is concerned it can be summarized that a large group of urban and rural area
respondents i.e. 58% stated that ICT policies of the institutions moderately increases cost effectiveness.

- The study of ICT policies helping in generating institutional income, urban and rural area respondents feel that there is a moderate increase in institutional income as well as moderate increase in competitive strength takes place.

- It is also disclosed that insufficient financial resources and lack of skilled staff are the two major problems faced by the institutions with regard to use of ICT.

- The study of staff assessment with the use of ICT concludes that urban and rural area respondents stated that assessment of staff by the use of ICT can become an effective tool, at the same time majority of the respondent are of the opinion that ICT policies can be a part of selection and recruitment criteria.

- From the analysis we found that ample chances of development of staff and getting their involvement, if proper financial incentives are provided. At the same time approximately 90% respondents felt that e-mail facility, web resources facilitates the institutions.

- Finally, 50% urban and rural area respondent replied that for course material from web have a definite effect on institution.

- Secondly when taking the base of ICT application, a selected list of questions are compared, it is observed that majority of the respondents have knowledge of ICT. At the same time it can be summarized that approximately 95% respondents stated that their institution has NAAC/NBA accreditation.
The application of ICT in UG and PG courses at different stages, is consented that use of ICT techniques in their institution is partial. It can also concluded that ICT policies are helpful for teaching and study.

The application of ICT in different courses is consented by 602 respondents, which amounted to be 88% of the total respondents.

It can be summarized that 54% of respondents have stated that their institution has made a provision of less than Rs.50,000/- . On the other hand it can be concluded that 329 respondents have given positive response about e-learning. The remaining 160 respondents have stated that the status of e-learning in their institutions is partial or in initial stage.

It can be concluded that though the ICT techniques are fully welcomed by the institutions, but they cannot replace conventional methods of teaching and learning. It can also be summarized that more than 50% respondents are positive about video lecturing method.

Regarding the use of PPTs by faculty in their lectures, it can be stated that most of the faculties are using PPTs in their lectures and institutions are availing the benefits of ICT. As far as the attending of ICT related conferences is concerned it is found that more than 50% respondents have attended ICT related conferences.

It is observed that use of ICT application for learning and teaching through web, 345 respondents out of 680 respondents are using the web for learning the courses. At the same time around 204 respondents have stated moderate or high contribution of ICT in teaching.

The study of methods of teaching are concerned, it is observed that concludes that a large majority i.e. 586 respondents reported mix use of
face to face teaching as well as use of Internet. The study of budget provisions made by institutions for use of ICT, 231 respondents stated that 1% to 5% budgetary provisions are made.

- The study revealed that approximately 68% of the respondents have stated that there is an increase in efficiency due to implementation of ICT tools. As far as the cost enhancement due to ICT policies, 239 respondents have stated that ICT policies moderately increase the cost effectiveness.

- It can be summarized that investment on ICT related resources leads to moderate generation of income as indicated by 305 respondents. Regarding application of ICT towards access to traditional students, it revealed that moderate and high response of the respondents of about 93% that indicates that large number of respondents felt that through ICT we can also reach traditional students base.

- The analysis reveals that insufficient financial resources and lack of skilled staff are the major obstacles faced by the institution. On the other hand, a large number of respondents preferred to remain neutral which means that the effect on teachers using ICT policies is not clear.

- It can be concluded that 277 respondents are in favour, hence ICT policies may become an effective tool of staff assessment. At the same time majority of the respondents i.e. 583 respondents are of the opinion that ICT policies can be part of selection criteria.

- By the use of ICT, we can conclude that there are ample chances of development of staff and getting their involvement, if proper financial incentives are provided.
It can be concluded that as a whole, approximately 90% of the total respondents felt that e-mail facility, web resources and access of course module via web services are commonly used by their organization.

**Chi Square Conclusions:**

- “The calculated value of $\chi^2$ (2.929) is less than the table value (25). The hypothesis is accepted. Hence a growing number of higher learning Institution are employing E-learning tools.”

- “The calculated value of $\chi^2$ (22.59) is less than the table value (25). The hypothesis is accepted. Hence e-learning tools are more effective than traditional learning tools in higher educations.”

- “The calculated value of $\chi^2$ (10.289) is less than the table value (25). The hypothesis is accepted. Hence maximum number of institution spent more than Rs. 50000/- Annually for use of ICT.”
SUGGESTIONS:

The present research work is carried out to study the effect of ICT policies on the institutions of higher learning. The study can also be applied to the institutions of lower learning i.e. schools and jr. colleges. For a total evaluation it is necessary to study the effect of ICT at all levels of education. A comparative analysis can be carried out between the effects of ICT on the institutions of higher learning and its effect on schools and junior colleges.

The present study has taken into consideration the limited structure of budget as it has been found there is majority of cases the ICT implementations are at the initial stage. Because of this limitation the nature of expenditure on ICT could not be evaluated. However future studies can be based on evaluating the different budgetary allocations and justifying their needs.