CHAPTER – V

MAIN FINDINGS AND DISCUSSION
OF THE RESULTS

The present chapter is devoted to main findings based on analysis of data. It is followed by discussion of results, educational implications and suggestions for the further study in this direction.

5.1 MAIN FINDINGS

After the analysis and interpretation of the data, the investigator was in a position to draw certain findings, the same are presented here. In the light of the interpretation of the results, the main findings are divided into three sections viz: section I, section II and section III. Section I is related to the findings based on differential analysis on pre-test and post-test Mean scores of teacher educators. Section II is related to the findings based on differential analysis of Mean scores of teacher educators’ Attitude towards ICT, Digital Literacy and Study Process on the basis of the demographic variables i.e. Gender, Management and Stream. Section III relates to the findings on relationship among Attitude towards ICT, Digital Literacy and Study Process.

SECTION I

5.1.1 Findings of the Effectiveness of Intel Teach Program on Teacher Educators of Haryana in relation to Attitude towards ICT and its Dimensions

1. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on Perception about ICT. It concludes that Intel Teach Program helps in developing the positive perception of teacher educators about ICT.

2. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of Utility of ICT. It
concludes that Intel Teach Program helps in developing the positive attitude of teacher educators regarding the utility of ICT.

3. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of Avoidance of ICT. It concludes that after being trained by Intel Teach Program teacher educators do not want to avoid the ICT.

4. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of Anxiety about ICT. It concludes that after being trained by Intel Teach Program the anxiety level of teacher educators about ICT has been decreased.

5. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of Importance of ICT. It concludes that Intel Teach Program helps in developing the positive attitude of teacher educators towards the importance of ICT in life.

6. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of Enhancing productivity through ICT. It concludes that Intel Teach Program helps in developing the positive attitude of teacher educators regarding the productivity value of ICT.

7. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of Improvement through ICT. It concludes that Intel Teach Program helps in developing the positive attitude of teacher educators towards ICT as they realize that ICT is helpful in the improvement of their profession.

8. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on Attitude towards ICT. So, it concludes that Intel Teach Program helps in developing the positive attitude of teacher educators towards ICT.
5.1.2 Findings of the Effectiveness of Intel Teach Program on Teacher Educators of Haryana in relation to Digital Literacy and its Dimensions

1. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of MS tools. It concludes that Intel Teach Program helps in developing the document building literacy of teacher educators through ICT.

2. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of Power point presentation. It concludes that after being trained by Intel Teach Program teacher educators can create power point presentations.

3. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of Compact disk. It concludes that after being trained by Intel Teach Program teacher educators can easily perform the tasks related to compact disk.

4. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of MS Publisher. It concludes that Intel Teach Program helps in developing MS publisher literacy of teacher educators.

5. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of Adobe reader. It concludes that after being trained by Intel Teach Program teacher educators can easily perform the tasks related to adobe reader.

6. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators in Digital Literacy. It concludes that Intel Teach Program has developed the Digital Literacy of teacher educators. It is helpful in developing the ICT related skills of teacher educators.
5.1.3 Findings of the Effectiveness of Intel Teach Program on Teacher Educators of Haryana in relation to Study Process and its Dimensions

1. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of Use of ICT for Academics. It concludes that after being trained by Intel Teach Program teacher educators have started using ICT for their academic works.

2. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of Use of ICT for Evaluation. It concludes that after being trained by Intel Teach Program teacher educators have started using ICT for their evaluation works.

3. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of Use of ICT for Teaching. It concludes that after being trained by Intel Teach Program teacher educators have started using ICT for their teaching.

4. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators on the dimension of Use of ICT for Research. It concludes that after being trained by Intel Teach Program teacher educators have started using ICT for their research works.

5. There exists significant difference between the Mean scores of pre-test and post-test of teacher educators in Study Process. It concludes that after being trained by Intel Teach Program teacher educators have started using ICT in their Study Process which may include their teaching work, evaluation and research work etc.

SECTION II

5.1.4 Findings of Attitude towards ICT of Teacher Educators on the basis of Gender

1. There exists no significant difference between the Mean scores of male and female teacher educators on perception about ICT. It concludes that after being trained by Intel Teach Program there is
found no significant difference between the perceptions of male and female teacher educators about ICT.

2. There exists no significance difference between the Mean scores of male and female teacher educators on utility of ICT. It concludes that after being trained by Intel Teach Program there is found no significant difference between the attitudes of male and female teacher educators about the utility of ICT.

3. There exists significant difference between the Mean scores of male and female teacher educators on avoidance of ICT. It concludes that after being trained by Intel Teach Program there is found significant difference between the attitudes of male and female teacher educators regarding the avoidance of ICT. The male teacher educators think that ICT does not make any difference in academic area and training should not be given any priority instead of female teacher educators.

4. There exists no significant difference between the Mean scores of male and female teacher educators on anxiety about ICT. It concludes that Intel Teach Program does not bring any significant difference between the attitudes of male and female teacher educators on anxiety about ICT.

5. There exists no significant difference between the Mean scores of male and female teacher educators on importance of ICT. It concludes that Intel Teach Program does not make any difference between the attitudes of male and female teacher educators about importance of ICT.

6. There exists no significant difference between the Mean scores of male and female teacher educators on enhancing productivity through ICT. It concludes that Intel Teach Program does not make any difference between the attitudes of male and female teacher educators on enhancing productivity through ICT.

7. There exists significant difference between the Mean scores of male and female teacher educators on improvement through ICT. It
concludes that after being trained by Intel Teach Program there is found significance difference between the attitudes of male and female teacher educators regarding the improvement through ICT.

8. There exists no significant difference between the Mean scores of male and female teacher educators on Attitude towards ICT. It concludes that after being trained by Intel Teach Program there is found no significant difference between the attitudes of male and female teacher educators towards ICT.

5.1.5 Findings of Attitude towards ICT of Teacher Educators on the basis of Management

1. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on perception about ICT. It concludes that after being trained by Intel Teach Program there is found no significant difference between the perceptions of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education about ICT.

2. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on utility of ICT. It concludes that after being trained by Intel Teach Program there is found no significant difference between the attitudes of teacher educators who belong to Government/Aided Colleges of Education and Self-Financing Colleges of Education regarding the utility of ICT.

3. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on avoidance of ICT. It concludes that Intel Teach Program does not make any significant difference between the attitudes of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on avoidance of ICT.
4. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on anxiety about ICT. It concludes that Intel Teach Program does not make any significant difference between the attitudes of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on anxiety about ICT.

5. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on importance of ICT. It concludes that after being trained by Intel Teach Program there is found no significant difference between the attitudes of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education about the importance of ICT.

6. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on enhancing productivity through ICT. It concludes that after being trained by Intel Teach Program there is found no significant difference between the attitudes of teacher educators who belong to Government/Aided Colleges of Education and Self-Financing Colleges of Education regarding the productivity of ICT.

7. There exists no significant difference between the Mean scores of teacher educators working in Govt./Aided Colleges of Education and Self-Financing Colleges of Education on improvement through ICT. It concludes that after being trained by Intel Teach Program there is found no significant difference between the attitudes of teacher educators who belong to Government/Aided Colleges of Education and Self-Financing Colleges of Education regarding the improvement through ICT.

8. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on Attitude towards ICT. It concludes that after being trained by Intel Teach Program there is found no
significant difference between the attitudes of teacher educators who belong to Government/Aided Colleges of Education and Self-Financing Colleges of Education towards ICT.

5.1.6 Findings of Attitude towards ICT of Teacher Educators on the basis of Stream i.e. Humanities vs Science

1. There exists no significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on perception about ICT. It concludes that after being trained by Intel Teach Program there is found no significant difference between the perceptions of teacher educators of humanities and science streams about ICT.

2. There exists no significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on utility of ICT. It concludes that after being trained by Intel Teach Program there is found no significant difference between the attitudes of teacher educators of humanities and science streams about the utility of ICT.

3. There exists no significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on avoidance of ICT. It concludes that Intel Teach Program does not make any significant difference between the attitudes of teacher educators of humanities and science streams on avoidance of ICT.

4. There exists no significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on anxiety about ICT. It concludes that Intel Teach Program does not make any significant difference between the attitudes of teacher educators of humanities and science streams on anxiety about ICT.

5. There exists no significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on importance of ICT. It concludes that after being trained by Intel Teach Program there is found no significant difference between the attitudes of teacher educators of humanities and science streams regarding the importance of ICT.
6. There exists significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on enhancing productivity through ICT. It concludes that after being trained by Intel Teach Program there is found significant difference between the attitudes of teacher educators of humanities and science streams regarding the productivity value of ICT. The teacher educators of humanities stream consider ICT helpful in getting in touch with people and knowledge across the globe and enhances productivity rather than science stream teacher educators.

7. There exists no significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on improvement through ICT. It concludes that after being trained by Intel Teach Program there is found no significant difference between the attitudes of teacher educators of humanities and science streams regarding the improvement value of ICT.

8. There exists no significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on attitude towards ICT. It concludes that after being trained by Intel Teach Program there is found no significant difference between the attitudes of teacher educators of humanities and science streams regarding ICT.

5.1.7 Findings of Digital Literacy of Teacher Educators on the basis of Gender

1. There exists no significant difference between the Mean scores of male and female teacher educators on MS tools. It concludes that after being trained by Intel Teach Program there is found no significant difference between the digital literacy of male and female teacher educators regarding MS tools.

2. There exists no significant difference between the Mean scores of male and female teacher educators on power point presentation. It concludes that after being trained by Intel Teach Program there is found no
significant difference between the digital literacy of male and female teacher educators on power point presentation.

3. There exists no significant difference between the Mean scores of male and female teacher educators on Compact disk. It concludes that after being trained by Intel Teach Program there is found no significant difference between the digital literacy of male and female teacher educators on compact disk.

4. There exists no significant difference between the Mean scores of male and female teacher educators on MS publisher. It concludes that after being trained by Intel Teach Program there is found no significant difference between the digital literacy of male and female teacher educators on MS publisher.

5. There exists no significant difference between the Mean scores of male and female teacher educators on Adobe reader. It concludes that after being trained by Intel Teach Program there is found no significant difference between the digital literacy of male and female teacher educators on adobe reader.

6. There exists no significant difference between the Mean scores of male and female teacher educators on Digital Literacy. It concludes that after being trained by Intel Teach Program there is found no significant difference between the male and female teacher educators on Digital Literacy.

5.1.8 Findings of Digital Literacy of Teacher Educators on the basis of Management

1. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on MS tools. It concludes that after being trained by Intel Teach Program there is found no significant difference between the digital literacy of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education regarding MS tools.
2. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on power point presentation. It concludes that Intel Teach Program does not make any significant difference between the digital literacy of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education regarding power point presentation.

3. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on Compact disk. It concludes that after being trained by Intel Teach Program there is found no significant difference between the digital literacy of teacher educators who belong to Government/Aided Colleges of Education and Self-Financing Colleges of Education regarding compact disk.

4. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on MS publisher. It concludes that after being trained by Intel Teach Program there is found no significant difference between the digital literacy of teacher educators working in different managements regarding MS publisher.

5. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on Adobe reader. It concludes that after being trained by Intel Teach Program there is found no significant difference between the digital literacy of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education regarding adobe reader.

6. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on Digital Literacy. It concludes that Intel Teach Program does not make any significant difference between the
Digital Literacy of teacher educators who belong to Government/Aided Colleges of Education and Self-Financing Colleges of Education.

5.1.9 Findings of Digital Literacy of Teacher Educators on the basis of Stream i.e. Humanities vs Science

1. There exists significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on MS tools. It concludes that after being trained by Intel Teach Program there is found significant difference between the digital literacy of teacher educators of humanities and science streams regarding MS tools. The teacher educators of humanities are more digitally literate in the functions of MS tools rather than the teacher educators of science stream.

2. There exists no significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on power point presentation. It concludes that after being trained by Intel Teach Program there is found no significant difference between the digital literacy of teacher educators of humanities and science streams on power point presentation.

3. There exists no significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on Compact disk. It concludes that after being trained by Intel Teach Program there is found no significant difference between the digital literacy of teacher educators of humanities and science streams about compact disk.

4. There exists no significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on MS publisher. It concludes that Intel Teach Program does not bring any significant difference between the digital literacy of teacher educators of humanities and science streams about MS publisher.

5. There exists no significant difference between the Mean scores of teacher educators of different streams of humanities and science on adobe reader. It concludes that after being trained by Intel Teach Program there is found
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no significant difference between the digital literacy of teacher educators of humanities and science streams about adobe reader.

6. There exists significant difference between the Mean scores of teacher educators of different streams of humanities and science on Digital Literacy. It concludes that after being trained by Intel Teach Program there is significant difference found between the teacher educators of different streams on Digital Literacy. Humanities teacher educators are more digitally literate than the science teacher educators.

5.1.10 Findings of Study Process of Teacher Educators on the basis of Gender

1. There exists no significant difference between the Mean scores of male and female teacher educators on use of ICT for academics. It concludes that after being trained by Intel Teach Program there is found no significant difference between the male and female teacher educators regarding the use of ICT for academics.

2. There exists no significant difference between the Mean scores of male and female teacher educators on use of ICT for evaluation. It concludes that after being trained by Intel Teach Program there is found no significant difference between the male and female teacher educators regarding the use of ICT for evaluation.

3. There exists no significant difference between the Mean scores of male and female teacher educators on use of ICT for teaching. It concludes that after being trained by Intel Teach Program there is found no significant difference between the male and female teacher educators regarding the use of ICT for teaching.

4. There exists no significant difference between the Mean scores of male and female teacher educators on use of ICT for research. It concludes that Intel Teach Program does not make any difference between the male and female teacher educators regarding the use of ICT for research.

5. There exists no significant difference between the Mean scores of male and female teacher educators on Study Process. It concludes that after


being trained by Intel Teach Program there is found no significant difference between the male and female teacher educators regarding the use of ICT in their Study Process.

5.1.11 Findings of Study Process of Teacher Educators on the basis of Management

1. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on use of ICT for academics. It concludes that after being trained by Intel Teach Program there is found no significant difference between the teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on their use of ICT for academics.

2. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on use of ICT for evaluation. It concludes that after being trained by Intel Teach Program there is found no significant difference between the teacher educators of Government/Aided Colleges of Education and Self-Financing Colleges of Education on their use of ICT for evaluation.

3. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on use of ICT for teaching. It concludes that after being trained by Intel Teach Program there is found no significant difference between the teacher educators who belong to Government/Aided Colleges of Education and Self-Financing Colleges of Education on their use of ICT for teaching.

4. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on use of ICT for research. It concludes that after being trained by Intel Teach Program there is found no significant difference between the teacher educators working in
Government/Aided Colleges of Education and Self-Financing Colleges of Education on their use of ICT for research.

5. There exists no significant difference between the Mean scores of teacher educators working in Government/Aided Colleges of Education and Self-Financing Colleges of Education on Study Process. It concludes that Intel Teach Program does not make any significant difference between the teacher educators who belong to Government/Aided Colleges of Education and Self-Financing Colleges of Education on Study Process.

5.1.12 Findings of Study Process of Teacher Educators on the basis of Stream i.e. Humanities vs Science

1. There exists significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on use of ICT for academics. It concludes that after being trained by Intel Teach Program there is found significant difference between the teacher educators of humanities and science streams on the use of ICT for academics. Humanities teacher educators mostly use ICT for their academic tasks rather than science teacher educators.

2. There exists significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on use of ICT for evaluation. It concludes that after being trained by Intel Teach Program there is found significant difference between the teacher educators of humanities and science streams on their use of ICT for evaluation.

3. There exists significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on use of ICT for teaching. It concludes that after being trained by Intel Teach Program there is found significant difference between the teacher educators of humanities and science streams on the use of ICT for teaching.

4. There exists significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on use of ICT for research. It concludes that after being trained by Intel Teach Program
there is found significant difference between the teacher educators of humanities and science streams on the use of ICT for research.

5. There exists significant difference between the Mean scores of teacher educators of different streams i.e. humanities and science on Study Process. It concludes that Intel Teach Program has brought significant difference between the teacher educators of humanities and science streams on Study Process.

SECTION III

5.1.13 Findings of the relationship of Attitude towards ICT with Digital Literacy

There exists significant positive correlation between the scores of Attitudes towards ICT and Digital Literacy. It concludes that teachers having positive attitudes towards ICT are more digitally literate.

5.1.14 Findings of the relationship of Attitude towards ICT with Study Process

There exists significant positive correlation between the scores of Attitudes towards ICT and Study Process. It concludes that teachers having positive attitudes towards ICT also integrate technology in their study process.

5.1.15 Findings of the relationship of Digital Literacy with Study Process

There exists significant positive correlation between the scores of Digital Literacy and Study Process. It concludes that teachers who are more digitally literate also use this technology literacy in their Study Process.

5.2 DISCUSSION OF RESULTS

The present study has been carried out to study the effectiveness of Intel Teach Program on Attitude towards ICT, Digital Literacy and Study Process of teacher educators. The overall results of the study reveals that the main objectives framed for the present study have achieved. There was significant difference found between the pre-test and post-test scores of teacher educators with regard to Attitude towards ICT, Digital Literacy and Study Process. Teacher educators had higher scores in post-test on all these variables. It indicates that Intel Teach
Program fulfilled its goals very well and there was marked differences between the scores of Attitude towards ICT, Digital Literacy and Study Process of teachers educators. This Intel Teach Program has been working in association with NCTE since 2002. Later, in December 2006 NCTE and Intel signed an MOU on project named XPDL/ITE. The objectives of this MOU was to impart sustained professional development to all teacher educators from all the institutions of teacher education across the country and to make ICT a part of the Teacher education curriculum. So, this program is providing more flexible and effective ways for professional development for teachers educators. Through the ICT training programs more avenues may be open for teacher educators to create student-centric learning environments.

This shows that the Intel Teach Program had a positive effect in improving Attitude towards ICT, Digital Literacy and Study Process of teacher educators. The findings of the study were somehow consistent with the studies conducted by Wllance (1999), Jao(2001) and Galanouli, Murphy and Gardner (2004) who found that training programmes had a measure of increasing teachers’ confidence in using ICT. Training made teachers more comfortable with the use of technology and their positive attitude towards ICT increased. They began to use technology to enhance the learning environment for students.

The significant relationships between three variables under observation in this study were very important regarding the overall impression of a teacher regarding his/her job. These positive relationships show that these three variables i.e. Attitude towards ICT, Digital Literacy and Study Process increased simultaneously and they were fairly alike. It was found right that teacher’s attitude towards ICT and about ICT training programs and digital literacy are major factors related to both the initial acceptance of ICT as well as future behaviors regarding its use. The results also supported by the studies of Kizil (2011) and Ogundele and Etejere (2013) who found that positive attitude enhanced the computer literacy of teachers and its use in the teaching learning process.

The results also supported to the findings of Wozney, Venkatesh and Abrami (2006) that technology related training works as a key factor, and
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suggesting that it plays a crucial role in developing teachers' competency with computer applications as well as influencing teachers' attitudes towards computers. The results also supported the study conducted by Kersaint (2003) who found that the teachers with positive attitudes towards the technology feel more comfortable while using it and them usually incorporate it into their teaching activities. Therefore, the teachers’ attitudes towards computers are one of the significant factors in enhancing the ICT skills and the quality of computer usage for instruction (Yuen, Law, & Chan, 1999). ICT training in the colleges is important. To achieve successful training we need to be aware of the user's attitudes toward computers (Zoltan & Chapinis, 1982).

On the other hand, in the present context there is a need to facilitate teachers training on ICT at the pre-service and In-service level. ICT training can play an important role in term of capacity building of the teachers to equip them to face the emerging challenges It equips teachers with skills that enable them to turn the power of technology to develop teaching and learning tools that captivate students, motivate them and ultimately make them autonomous learners. Though this program encourages integration of information and Communication Technology (ICT) for teaching and learning, the skills learnt can be applied to teach virtually every subject and grade level both at the college and school levels. So it is the flagship program of Intel education which provides training to school teachers and also equips teacher educators to adopt ICT based teacher education.

Having the above results viewed, it could be concluded that most of the sampled teacher educators have favourable attitude towards ICT. The results clearly supported by the findings of the research conducted by Baylor and Ritcie (2002) that teacher educators must have the skills, knowledge and attitude necessary to inculcate ICT into the curriculum. It also supported to the views that teachers attitude towards technology use have been universally recognized as an important factor for the success of technology integration in education (Rogers, 1995; Windschitl & Sahl, 2002).

Hence, from the findings of the study it may be concluded that the teacher educators have favourable attitude towards ICT irrespective of their gender, management and stream. ICT training program enhances their digital literacy and
enable them to integrate these technology skills in their study process. So, in this age of rapid change and uncertainty there is one thing of which we can be certain that teachers will need to adopt to change if they are to survive and keep pace with new methods and technologies especially ICT. And the latter-day teacher shall not only be an information provider, but also an example to be followed, an adviser and supporter in building up the students' capacities and mobilizing them to acquire knowledge and wisdom. Depending on the educational and social context, the teacher shall play various roles; and in this case, modern ICT can offer an important support and influence the relative importance of different roles. The development of modern information society determines the dynamics of change for various aspects of teachers' activities and mission. ICT cannot replace the role of teacher in the classroom. It is just a tool in the hand of teacher which facilitates and helps him/her to take full advantage of the potential of technology to enhance student learning. ICT is rightly replacing traditional methods of teaching and offering new teaching and learning experiences to both teachers and students.

5.3 EDUCATIONAL IMPLICATIONS

The most outstanding characteristic of any research is that it must contribute something new to the development of the area concerned. So the investigator needs to report the educational implications of the study. The present study also bears some important applied and theoretical implications. A few of them are enumerated below:

1. The present study is helpful for policy planners, administrators and teacher-educators. In the present century knowledge of ICT is essential for a competent teacher. The policy planners may ensure that ICT must be a compulsory subject (theory and practical) for Pre-Service teacher education programmes i.e. D.Ed., B.Ed., M.Ed. etc. So, teacher educators will be computer literate to cater the needs of future generations.

2. This study is also helpful for administrators to impart the training of ICT at in-service and pre-service levels by organizing refresher and
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orientation programmes at state and district level in collaboration with various ICT agencies and NGOs.

3. More and more seminars, conferences related to ICT should be arranged for the teacher educators so that they can update their knowledge in the field of ICT and can provide latest knowledge to their pupil teachers.

4. Technology Education curriculum should be updated and new dimensions of technology education should be added in the form of ICT so that the teacher educators will be able to group and understand the new problems and try to solve them.

5. More and more awareness campaigns are required to be initiated at local level and government level to make teacher educators aware about the latest developments in the field of technology.

6. U.G.C. should provide more grants for the extension of ICT labs in colleges of education.

7. Only provision of grants will not be sufficient, so there should be time to time evaluation by the administrators to check on the adequate use of grants.

8. Since ICT tools are the electro mechanical devices so there should be periodical maintenance facilities for the ICT labs.

9. Authorized group of teachers should be made responsible for accurate combination of theory and practical curriculum regarding technology.

5.4 SUGGESTIONS FOR FURTHER STUDY

Any research work cannot say the final word of the problem because it is very difficult for a researcher to touch all the aspects of a problem. Every investigation may contain some limitation and there is always some scope of improvement and further explanation. So the suggestions for further research in this direction may not be kept out of place here. These are as follows:
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1. The present study is confined to only one University of Haryana. A similar study can be replicated in other Universities of Haryana where Intel gives the training to generalize the results.

2. The sample can be extended for more comprehensive results and generalizations.

3. A similar study can be replicated by analyzing other variables i.e. urban vs rural, educational qualification, period of teaching experience etc.

4. A similar study can be replicated by taking sample of teachers of different departments, degree colleges and other educational institutions.

5. The study can be replicated by selecting the teacher educators from the other states of India.

6. More rigorous statistical techniques can be applied for further analysis of data.

7. Similar efforts may be made in order to assess the impact of various ICT programmes being launched by the government and non-government agencies.

8. A study can be undertaken to investigate the attitude of community in relation to certain socio-psychological variables on various ICT related issues.

9. A study may be conducted to see the effect of certain curricular packages for pre-service and in service teachers and their effect on the awareness about ICT.