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### TECHNO PEDAGOGICAL SKILLS AMONG THE TEACHERS AT SECONDARY LEVEL USING 'ARTIFICIAL INTELLIGENCE'

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#### ABSTRACT

*The art of teaching is the art of assisting discovery.*" - Mark Van Doren The term "techno-pedagogy skills" refers to the ability to use technology for pedagogical purposes as well as the ability to integrate technology into the classroom. It is a mixed or hybrid teaching method in which electronic resources or information and communication technology (ICT) are used in the learning process. These skills guide the teaching experience in an effective manner. Technical teaching skills are very much necessary for making the teaching process an enjoyable experience as it will significantly change the teacher's mode of interaction. While technical pedagogy is a boon in the teaching process and circumstances such as the pandemic have increased the value or importance of these skills as virtual classes replace face-to-face classes, but the truth is that due to lack of knowledge about technical teaching skills, teachers are not using these skills correctly. There are so many reasons which are responsible for this condition. But in the present scenario the knowledge of teachers regarding techno-pedagogical knowledge demands focused attention as it is one of the basic or primary necessities in practicing the skills. This paper presents about the importance of techno-pedagogical skills of Teacher Educators with reference to e-learning at secondary level.

*Keywords: classes, communication, literacy, skill, secondary school teachers, technology*

#### INTRODUCTION

The study was conducted to find out the level of Techno Pedagogical Attitude and Digital Literacy of secondary school teachers in Rajahmundry. Stratified Random sampling technique was adopted by selecting 60 secondary school teachers from 14 schools as the sample of the study. Survey method was used for the study. Techno Pedagogical Attitude Scale and Digital Literacy Test (Sareef & Baby, 2017) were used to find out level of Techno Pedagogical Attitude and Digital Literacy among secondary school teachers of Rajahmundry. Descriptive statistics, t-test and Pearson's product moment co efficient of correlation(r) are the statistical techniques used to analyse data. The study was found that secondary school teachers possess high, average and low level of Techno Pedagogical Attitude and Digital literacy. Techno Pedagogical Attitude of secondary school teachers are not differ on subsamples of gender, locale of the schools and type of management of schools. But Digital Literacy among Secondary school teachers based on gender and locale of the schools differ and not differ on the subsample of type of management of schools. The study also reveals that there exist moderate positive correlation between variables of Techno Pedagogical Attitude and Digital Literacy.

#### Techno-Pedagogical Techniques in Teaching and Learning

The technical teaching methods mentioned by most lecturers are solved online except for the computer and stage connected to the Internet, which hardly contains any other equipment. Some of them utilize a stage that includes a course management framework, alternative presentations, video conferencing, and online assessment equipment. Crucially, they must make use of smart classroom offices, reusable material objects, peer-to-peer collaboration, advanced libraries, e-books, and other assistive virtual technologies to do this based on the Web to achieve convincing online delivery of guidance and course structure. Often, the potential of advanced innovation is largely underutilized. Advanced innovation provides free online guidance through a large number of open online courses. Due to the development of e-learning devices, printed learning structures are being widely digitized. Many research institutions store their learning structures in smartphones, iPods, iPhones, or tablets. Online platforms

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and portals encourage learning from anywhere in the world. In addition, social media frameworks such as Facebook, Twitter, Pinterest, and WhatsApp allow a wide range of offices to be organized for peer-to-peer acceptable learning and collaborative guidance. By combining inspiring calculations, instruction, information collection, utilization of data records, intellectual change, instructional clarification, conceptualization, music, and the World Wide Web (www), format-based teaching and learning provide unique and fascinating ways to form learning.

The cycle is more substantial and basic Information and communication innovations personalize learning through the online stage and go beyond the time constraints of any particular faculty member, organizing space and mentoring. Technology-assisted teaching with this adaptability and choice ability attracts young people. Many of them tend to flip classrooms, self-designed spaces, and more dynamic learning experiences, apply concepts and opportunities for testing, and creatively include them in themes. They are looking for better information acquisition methods to provide better learning participation. In any case, contrary to these new generations of research, teachers in wealthy countries have practically no energy to use innovation in their classrooms, even though they keep in touch with the network through chips, sensors, and secondary processors. Technology teaching methods are changing with each passing day, and various unused devices and applications are usually researched.

Artificial intelligence (AI) innovations have gradually been applied in various cognitive tasks and may have been more than ten years old. Artificial intelligence innovation is developing in the direction of deeper learning, thinking, and decision-making based on massive data analysis plans. It has the ability to plan smart information transmission learner interface gadgets when personalized customers are closed. By creating client interfaces, past applications and devices reacted to touches, clicks, and swipes; AI currently enhances operational capabilities through physical activity, movement, physical development, facial expressions, and text. Augmented reality (AR) is a computerized photographic innovation technology. When combined with AI, virtual objects and real objects can coexist to achieve a rare visual experience. The combination of AR and AI enables this surprising participation through 3D activities, modeling, and reenactment. Using wearable audio and video devices to exceed the limits of the screen, people will participate in AR curiosity and get an immersive feeling.

### **Importance of Techno-Pedagogical Skill for a Classroom Teacher**

Technology promotes effective, user-centric, interdisciplinary, self-paced real-time teaching. It meets the needs of individual learners and is applicable to all learning methods. Therefore, it is widely used for teaching purposes in the education sector. By doing so, it encourages students to develop higher-level thinking skills, such as analysis, synthesis, application, and creation, which are very important in today's competitive world. Teachers today must understand ICT and its application in the teaching process. They should know how to successfully incorporate the right type of ICT into their subject while planning courses and providing learning experiences. The selected technology assets should complement educators' information and help learners develop information. Technical teaching capabilities enable classroom educators to teach topics more effectively by focusing on personal needs. This, in turn, enables the learner to fully grasp the concepts in a way that better maintains the learned concepts. Mastering the level of professional teaching will make teaching enjoyable because it will reduce the burden on teachers and enable students to remember more deeply. It helps teachers to engage students in self-study because this is an important skill that all students should have today. There are many e-learning resources, and teachers with solid technical teaching skills can motivate and help students choose comprehensive reading materials using e-resources.

Teachers can also encourage students who are unable to continue their education for obvious or personal reasons to continue their education through the remote e-learning model. Therefore, in summary, we can say that teachers should update technical teaching skills to meet the needs of today's generation of learners and cultivate technical capabilities that depend on citizens. Bala and Imlikokila pointed out that teachers are those who fearlessly choose to work selflessly for masculinity. Teachers can control the transformation of students into the most beneficial citizens. And because demonstration teaching revolves around innovation and learning upgrades, technical

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teaching capabilities enable teachers to choose the correct teaching methods. In addition to satisfactory teaching materials for effective teaching, there will also be differences. In addition, it also provides help for the professional development of teachers, requires investigation of relevant exercises in the field of technical teaching, publicly opposes the use of innovation in teaching, and begins to improve their technical teaching capabilities.

### **Influence of Techno-Pedagogy through TPACK (Technology Pedagogy and Content Knowledge) Model**

Nowadays, teachers are in great need of technical teaching ability in guiding and preparing for learning because it encourages feasible education and learning. Technical teaching ability is nothing more than a teacher's ability to effectively use creative ability in teaching. At that time, teachers can build technical teaching ability; they can try to use this ability frequently in teaching, which in turn will make the learning process basic and feasible. In technical pedagogy, information includes three areas, in particular, substance, guidance method, and innovation.

- (i) The content is the topic to be directed
- (ii) Technology includes advanced innovative technologies such as computers, the Web, advanced video and computing projectors, writing pads, and ordinary advances in books
- (iii) Pedagogy describes the collected disciplines, forms, techniques, strategies, and instruction and learning strategies. In addition, it contains information about teaching, assessment, and student learning.

Innovative integration methods in instructive teaching innovative teaching methods and material information (TPACK) are essentially technology-centric. The integration of technology in teacher teaching is largely influenced by this method. The technical model refers to a model that enables lecturers to almost use innovation to ensure information and talents, while the academic model refers to a model in which teachers connect their innovative information with their educational information during education. The TPACK exhibition is an educational model that incorporates innovation into teaching, that is, "innovative academic material information". The TPACK presentation is constructed by extending and innovating Shulman Academic Substantive Information (PCK). Consider the fact that, at the intersection of substance and teaching methods, the lecturer's information is extraordinary information, so technology should not be regarded as an isolated technology but as one of the inputs that shape this information. This modern term is derived from PCK and is described as innovative academic substantive information and is seen as establishing a fascinating education system that benefits from innovation.

### **Need and Significance of the Study**

Transition, transformation and revolution are the prime scenario of present educational system. This tendency requires a change in knowledge competencies and skills to deal with technological advancement. Technology is the means to enhance teaching- learning quality. Education systems in Andhra Pradesh move to technology dynamic society. Andhra Pradesh school curriculum 2023 focused on IT enabled education. Presently most of the schools have IT @ of school, smart class, and digital class. But teachers do not try to utilize such resources for effective teaching learning process because of the stable attitude of teachers towards IT enabled teaching. In this aspect teachers need to be trained on how to adapt on new technology and how to successfully integrate technology into his/her subject areas to make learning more meaningful.

The challenge for preparing 21st century teachers to use technologies effectively in their courses has led to many different approaches to using technology in teacher education programs. Most teacher education programs have redesigned their curricula to make the pre-service teachers competent in using technologies in their future teaching profession (Yildirim, 2007). While research exists to illustrate how often or the kinds of technology employed in classrooms (Pitler, 2011), there is not enough research for best practices in training teachers during pre-service programs to demonstrate how to effectively integrate 21<sup>st</sup> Century technologies into instruction. Most of the researchers found that teachers are facing lot of techno pedagogical difficulties due to their lack of digital literacy. The present study focused on examining teachers' attitude towards technology, their level of digital skills as well as their experiences with technology and how they used technology in their current day to day educational

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practices. So through this study the investigator tries to find out Techno Pedagogical Attitude of Secondary school teachers in relation to their Digital Literacy and provide some suggestions for better practices.

### **OBJECTIVES OF THE STUDY**

The objectives set forth for the study are the following:

To find out the level of Techno Pedagogical Attitude of secondary school teachers in Rajahmundry.

To find out the level of Digital Literacy of secondary school teachers in Rajahmundry.

To test whether there exist any significant difference in the level of Techno Pedagogical Attitude of secondary schoolteachers based on:

Gender

Locale of the schools

Type of management of schools

To test whether there exist any significant difference in the level of Digital Literacy of secondary school teachers based on:

Gender

Locale of the schools

Type of management of schools

To test whether there exist any significant relationship between Techno Pedagogical Attitude of secondary school teachers and their Digital Literacy.

### **HYPOTHESES OF THE STUDY**

The hypotheses formulated for the study is following.

There will be significant difference in the mean scores of Techno Pedagogical Attitude among secondary school teachers on the basis of:

Gender

Locale of the schools

Type of management of schools

There will be significant difference in the mean scores of Digital Literacy among Secondary school teachers on the basis of:

Gender

Locale of the schools

Type of management of schools

There will be significant relationship between Techno Pedagogical Attitude of Secondary school teachers and their Digital Literacy.

### **METHODOLOGY OF THE STUDY**

Survey method was adopted for the study

#### **Population and Sample**

The population of the study is the secondary teachers working in schools recognised by Andhra Pradesh government. The present study was conducted on sample of 60 secondary school teachers from 14 schools in two

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districts of Andhra Pradesh (East Godavari & West Godavari) selected by stratified sampling technique giving due to the representation of characteristics like gender, locale of the schools and type of Management of Schools..

### **Tool used:**

To measure the variable, investigator developed Techno Pedagogical Attitude scale and Digital Literacy test with the help of supervising teacher( Sareef & Baby, 2017). For measuring reliability of the scale investigator followed Cronbach's Alpha which value found to be 0.72 and the value of Cronbach's Alpha for the test found to be 0.78. The validity of the scale and test is ensured using face and content validity.

### **Mode of Data Collection and Data Analysis**

After conducting standardised test on scale and deciding the sample size , the investigator prepared a list of schools from where the data to be collected. Then investigator contacted heads of high schools with a letter of recommendation to obtain permission for collecting data from that institution. The investigator met secondary school teachers and necessary arrangements were made to collect data. While administering the tools, the method of responding was explained clearly. Necessary clarifications of doubts were given whenever required. No time limit was enforced to respond the items. Then the response sheet along with tools were collected and sorted for analysis.

Soon after the collection of data, the investigator valued the data sheets of Techno Pedagogical Attitude and Digital Literacy. All the response sheets were scored as per the scoring scheme of the tools prepared. Total score of each item was calculated in the scale of Techno Pedagogical Attitude and test of Digital Literacy. Techno Pedagogical Attitude scale consists of 42 items. A respondent has to respond to 42 items by choosing any one of the three alternatives given i.e., Agree, Undecided and Disagree. The respondents have to mark their responses to each item in the appropriate columns corresponding to the three alternatives. For positive items the respective scores to the three responses are 3, 2, and 1. For negative items scoring was done in the reverse order. The total score was calculated for each item and further analysis was done after consolidation. The Digital Literacy Test consists of 40 objective type questions arranged in easy, average and difficulty level. The response sheets were scored according to the scoring scheme prepared. The teachers were instructed to respond each item by putting ( $\surd$ ) mark under the response final suitable for them against the option is A, B, C and D. For the correct answers gave '1' marks and wrong answers gave '0' marks. Finally, for finding out and assess the Digital Literacy the investigator added the scores. The analysis of the data was carried out with the help of appropriate statistical techniques – descriptive statistics, t- test and Pearson's product moment co efficient of correlation( $r$ )

## **ANALYSIS AND INTERPRETATION OF DATA**

### **Level of Techno Pedagogical Attitude Among Secondary School Teachers.**

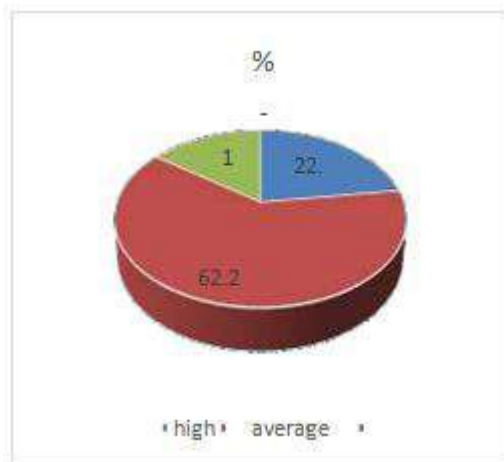
The different levels of Techno Pedagogical Attitude among secondary school teachers was determined by classifying the whole sample into three groups- low ,average and high in the conventional procedure of finding  $\sigma$  distance from mean  $X$  . The standard deviation and means of the score of Techno Pedagogical Attitude for total sample are found to be 8.31 and 102.67 respectively. Secondary school teachers who obtained scores above or equal to the value of  $X + \sigma$  were considered as high group and secondary school teachers who obtained scores below or equal to the value of  $X - \sigma$  were considered as low group. The secondary school teachers who score lie between the values of  $X + \sigma$  and  $X - \sigma$  were considered as average group. The percentage of total sample falling into three groups (low, average and high) is given in Table no 1.

**Table 1:** Number and percentage of secondary school teachers falling into three groups of Techno Pedagogical Attitude (High, Average and Low)

Variable	Group	Score	n	%
Techno Pedagogical Attitude	High	>/110.98	82	22.78
	Average	110.98-94	224	62.22
	Low	</94.36	54	15

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Table 1 shows that the level of Techno Pedagogical Attitude of secondary school teachers for the total sample. It is evident that 22.78 percentage of the total sample has high level of Techno Pedagogical Attitude, 62.22 percentage has average level of Techno Pedagogical Attitude and 15 percentage has low level of techno pedagogical attitude. The graphical representation of the distribution of total sample in different levels of Techno Pedagogical Attitude is given in figure 1



**Figure 1:** Distribution of total sample in different levels of Techno pedagogical Attitude Level of Digital Literacy among secondary school teachers.

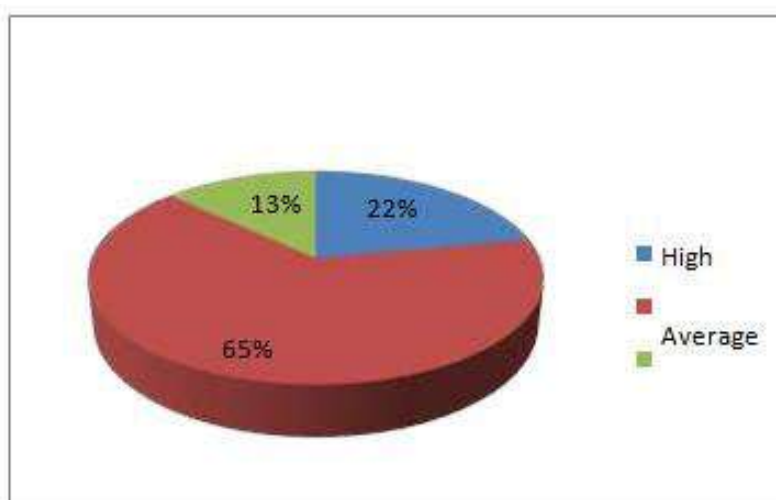
The different levels of Digital Literacy among secondary school teachers was determined by classifying the whole sample into three groups-low ,average and high in the conventional procedure of finding  $\sigma$  distance from mean  $X$  . The standard deviation and means of the scores of Digital Literacy of secondary school teachers for the total sample are found to be 4.07and 30.86 respectively. Secondary school Teachers who obtained scores above or equal the value of  $X + \sigma$  were considered as high group and secondary school teachers who obtained scores below or equal the value of  $X - \sigma$  were considered as low group. The secondary school teachers who scores lie between the values of  $X + \sigma$  and  $X - \sigma$  were considered as average group. The percentage of total sample falling into three groups (low, average and high) is given in Table no 2.

**Table 2:** Number and percentage of secondary school teachers falling into three groups of Digital Literacy (High, Average andLow)

Variable	Group	Score	n	%
Digital Literacy	High	$>/34.93$	78	22
	Average	$34.93-26.79$	235	65
	Low	$</26.79$	47	13

Table 2 shows that the level of Digital Literacy of secondary school teachers for the total sample. It is evident that 22 percentage of the total sample has high level of Digital Literacy, 65 percentages has average level of Digital Literacy and 13 percentage has low level of Digital Literacy. The graphical representation of the distribution of total sample in different levels of Digital Literacy is given in Figure 2.

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**Figure 2:** Distribution of total sample in different levels of Digital Literacy Comparison of mean scores of Techno Pedagogical Attitude between male and female secondary school teachers

**Table 3:** Data and results of the test of mean scores of Techno Pedagogical Attitude between male and female secondary school teachers

Gender	N	Mean	SD	t-value	Level of significance
Female	220	103	7.98	0.52	NS
Male	140	102.52	8.82		

Table 3 indicates that the mean scores obtained for the male secondary school teachers on Techno Pedagogical Attitude is 102.52 and mean scores of obtained for the female secondary school teachers on Techno Pedagogical Attitude is 103 . Standard deviation obtained for male secondary school teachers is 8.82 and female secondary school teachers is 7.98. The ‘t’ value obtained is 0.52, which is less than the table value at 0.05 level (1.96). Since the obtained value of ‘t’ is less than table value, it can be concluded that there exists no significant difference in the level of Techno Pedagogical Attitude of male and female secondary school teachers.

Comparison of mean scores of Techno Pedagogical Attitude between urban and rural secondary school teachers

**Table 4:** Data and results of the test of mean scores of Techno Pedagogical Attitude between urban and rural secondary school teachers

Locale of the School	N	Mean	SD	t-value	Level of significance
Urban	180	103.05	8.27	0.88	NS
Rural	180	102.29	8.35		

Table 4 indicates that the mean scores obtained for the urban secondary school teachers on Techno Pedagogical Attitude is

103.05 and mean scores of obtained for the rural secondary school teachers on Techno Pedagogical Attitude is 102.29 . Standard deviation obtained for urban secondary school teachers is 8.27 and rural secondary school teachers is 8.35. The ‘t’ value obtained is 0.88, which is less than the table value at 0.05 level (1.96). Since the obtained value of ‘t’ is less than table value, it can be concluded that there exists no significant difference in the level of Techno Pedagogical Attitude of urban and rural secondary school teachers.

Comparison of mean scores of Techno Pedagogical Attitude between aided and government secondary school teachers

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**Table 5:** Data and results of the test of mean scores of Techno Pedagogical Attitude between Aided and Government secondary school teachers

Type of Management	N	Mean	SD	t-value	Level of significance
Aided	180	103.05	8.01	1.93	NS
Government	180	101.84	8.52		

Table 5 indicates that the mean scores obtained for the aided secondary school teachers on Techno Pedagogical Attitude is 103.05 and mean scores of obtained for the government secondary school teachers on Techno Pedagogical Attitude is 101.84 .

Standard deviation obtained for aided secondary school teachers is 8.01 and government secondary school teachers is 8.54. The 't' value obtained is 1.93, which is less than the table value at 0.05 level (1.96). Since the obtained value of 't' is less than table value, it can be concluded that there exists no significant difference in the level of Techno Pedagogical Attitude of aided and government secondary school teachers.

Comparison of mean scores of Digital Literacy between male and female secondary school teachers

**Table 6:** Data and results of the test of mean scores of Digital Literacy between male and female secondary school teachers

Gender	N	Mean	SD	t-value	Level of significance
Female	218	30.71	3.73	2.28*	0.05
Male	142	31.05	4.55		

\* Significant at 0.05 level

Table 6 indicates that the mean scores obtained for the male secondary school teachers on Digital Literacy is 31.05 and meanscores of obtained for the female secondary school teachers on Digital Literacy is 30.71 . Standard deviation obtained for male secondary school teachers is 4.55 and female secondary school teachers is 3.73. The 't' value obtained is 2.28, which is greater than the table value at 0.05 level (1.96). Since the obtained value of 't' is greater than table value, it can be concluded that there exists significant difference in the level of Digital Literacy of male and female secondary school teachers.

### DISCUSSION

The analysis of the mean scores of Digital Literacy of male and female secondary school teachers revealed that there exist significant difference in the level of Digital Literacy of male and female teachers. The mean score of Digital Literacy of male secondary school teachers is 31.05 which is higher than mean score of female secondary school teachers (30.73) . This indicate that male secondary school teachers are having higher Digital Literacy than female. So it can be inferred that Digital Literacy of male and female secondary school teachers are not equal.

Comparison of mean scores of Digital Literacy between urban and rural secondary school teachers

**Table 7:** Data and results of the test of mean scores of Digital Literacy between urban and rural secondary school teachers

Locale of the school	N	Mean	SD	t-value	Level of significance
Urban	30	31.31	3.73	2.19*	0.05
Rural	30	30.41	4.34		

\*Significant at 0.05 level

Table 7 indicates that the mean scores obtained for the urban secondary school teachers on Digital Literacy is 31.31 and mean scores of obtained for the rural secondary school teachers on Digital Literacy is 30.41 . Standard deviation obtained for urban secondary school teachers is 3.73 and rural secondary school teachers is 4.34. The 't' value obtained is 2.19, which is greater than the table value at 0.05 level (1.96). Since the obtained value of 't' is



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greater than table value, it can be concluded that there exists significant difference in the level of Digital Literacy of urban and rural secondary school teachers.

### DISCUSSION

The analysis of the mean scores of Digital Literacy of urban and rural secondary school teachers revealed that there exist significant difference in the level of Digital Literacy of urban and rural teachers. The mean score of Digital Literacy of urban secondary school teachers is 31.31 which is higher than mean score of rural secondary school teachers (30.41). This indicates that urban secondary school teachers are having higher digital literacy than rural. So it can be inferred that Digital Literacy of urban and rural secondary school teachers are not equal.

Comparison of mean scores of Digital Literacy between aided and government secondary school teachers

**Table 8:** Data and results of the test of mean scores of Digital Literacy between Government and Aided secondary school teachers.

Type of management	N	Mean	SD	t-value	Level of significance
Aided	180	30.82	4.20	0.17	NS
Government	180	30.89	3.94		

Table 8 indicates that the mean scores obtained for the aided secondary school teachers on Digital Literacy is 30.82 and mean scores of obtained for the government secondary school teachers on Digital Literacy is 30.89. Standard deviation obtained for aided secondary school teachers is 4.20 and government secondary school teachers is 3.94. The 't' value obtained is 0.17, which is less than the table value at 0.05 level (1.96). Since the obtained value of 't' is less than table value, it can be concluded that there exists no significant difference in the level of Digital Literacy of aided and government secondary school teachers.

Test of significant relationship between Techno pedagogical Attitude of secondary school teachers and their Digital Literacy

**Table 8:** Pearson's 'r' for the variables Techno Pedagogical Attitude and Digital Literacy for the total sample

Sl.no	Variables	Coefficient of correlation
1	Techno pedagogical attitude	0.487
2	Digital Literacy	

### DISCUSSION OF RESULTS

From table 8 shows that, the coefficient of correlation for the variable Digital literacy with the variable techno pedagogical attitude in the case of total sample is 0.487. The magnitude and direction of 'r' indicates moderate positive correlation between the variables techno pedagogical attitude and digital literacy. It means that there is a moderate increase in Techno Pedagogical Attitude results into moderate increase in Digital Literacy and moderate decrease in Techno Pedagogical Attitude results into moderate decrease in Digital Literacy.

### MAJOR FINDINGS OF THE STUDY

The study evident that secondary school teachers possess high, average and low level of Techno Pedagogical Attitude and Digital Literacy

The study can be inferred that Techno Pedagogical Attitude of secondary school teachers are not differ on the subsamples of gender, locale of the schools and type of management of schools

The study revealed that there exist significant difference in the level of Digital Literacy of male and female teachers. The mean score of Digital Literacy of male secondary school teachers is 31.05 which is higher than mean score of female secondary school teachers (30.73). This indicates that male secondary school teachers are having higher Digital Literacy than female.

The study found that there exist significant difference in the level of Digital Literacy of urban and rural teachers. The mean score of Digital Literacy of urban secondary school teachers is 31.31 which is higher than mean score

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of rural secondary school teachers (30.41) .This indicate that urban secondary school teachers are having higher digital literacy than rural.

The study indicate that there exists no significant difference in the level of Digital Literacy of aided and government secondary school teachers.

The study inferred that the coefficient of correlation for the variable Digital literacy with the variable techno pedagogical attitude in the case of total sample is 0.487. The magnitude and direction of 'r' indicates moderate positive correlation between the variables techno pedagogical attitude and digital literacy.

### **EDUCATIONAL IMPLICATIONS:**

Proper in-service IT training programme should be organized for teachers which may provide sufficient knowledge and skill in IT. Teacher training should be equipped with latest TPACK strategy and opportunities must be provided for handsin experience

Schools must strongly implement IT @ school functions by providing IT labs .It create better understanding of Quality Assurance among teachers.

### **CONCLUSION**

We must consider the impact of technology and changing face of curriculum. So introduce need based and advanced concepts in teaching for enabling teachers to develop and use ICT skills in attainment of curriculum learning objectives. Policy makers must give strong attention for making IT Enabled curriculum in the educational system. Instructors must implement blogging technology in their class room to help students articulate and share their learning with peers and experts. Some teachers do not have personal computers to develop their competency in IT. Authorities are to make provisions for teachers who do not have personal computers for developing their techno pedagogical attitude in teaching. Teachers should be encourage to use online and internet facilities for getting access of various knowledge resources and for enhancing professionally which will develop their skills to work on with confidence.

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