



A Study on Factors Influencing After-Sales Service of Reliance Fresh

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Abstract

To communicate, save, and manage information, teachers use a variety of ICT tools. ICT has become an integral part of teaching-learning, they are replacing chalkboards with interactive digital whiteboards and using smartphones or other devices for learning during class time. These approaches are leading towards higher order thinking skills, and creativity to express their understandings, and deal with ongoing technological change in society and the workplace. Integration of Information, Communication, and Technology (ICT) is assisting teachers with the global requirement for replacing traditional teaching methods with technology-based teaching and learning tools and facilities. ICT reduces the gap between parents, educators, and students by encouraging sustainable cooperative, and transparent communication methods. The integration of ICTs with the educational system is a complex, lengthy process that involves enough initial capital and other resources. The benefits of increased use of technology in education are specialized learning, project-based learning, increased collaboration, engaging content, and improved productivity and efficiency. ICT is playing salient roles in workplaces, business, education, and entertainment. The digital era of ICT gives the opportunities to learn and apply the required skills.

Keywords: Digital literacies, ICT, Education, ICT Integration; Teaching and learning.

1. Introduction

Technological advancements in the 21st century have led to the integration of Information and Communication Technologies (ICT) in various sectors including education. A large number of schools across the globe have started implementing ICT-enabled classroom teaching and learning processes. ICT has the potential to change the way teachers teach and students learn. It provides new opportunities for engaging students in the learning process [1-3]. Classroom teaching and learning are best enabled by the use of ICTs. ICTs help to create a stimulating learning environment and make the learning process more efficient and effective. By harnessing the power of technology, educators can better engage their students in the classroom and ensure that they are actively involved in their own learning process. In addition, ICTs can help to promote collaborative learning among students, as

well as between educators and students. The importance of quality education is undeniable [4]. Technology has drastically changed the way we live and work, and it's only going to become more prevalent in the years to come [5]. With that in mind, it's important to make sure that our children are receiving a quality education that will prepare them for the future. One way to do this is by incorporating technology into the classroom, which can provide many benefits. Information and Communication Technology (ICT) has become an important aspect of modern-day education. ICT-enabled classrooms have been developed to facilitate teaching and learning by incorporating technology into the classroom environment. The use of ICT in education has been found to improve student engagement, motivation, and learning outcomes. ICT can also provide opportunities for students to develop 21st-

century skills such as critical thinking, problem-solving, and creativity [6-10].

2. Objective

- To know the capability of ICT in providing a dynamic and proactive teaching environment.
- To know how to acquire and integrate ICT in daily teaching and replace their traditional methods with modern tools and facilities.
- To identify the level of computer skills and knowledge of teachers in the teaching and learning process.
- To identify the level of ICT integration in the teaching and learning process in the classroom.

3. Methodology

Data were collected via field notes, student interviews, researcher journal entries, and teacher and student reflections [11].

4. Result

Most of the teachers are using normal and many teachers are using ICT frequently for their work rather than using it in the classroom for teaching and learning. The teachers should always be ready and well-equipped in ICT competencies with a positive attitude [12].

5. Significance

The sustainable use of technology in teaching fosters a student-centered orientation which raises student motivation, reduces the affective filter, and builds confidence without placing undue pressure on the teacher or on limited educational resources. It helps to share learning resources, promote learner-centered and enhance critical thinking, creative thinking, and problem-solving skills [13-15].

5.1 Advantages of the Study

The advantages of ICT tools in teaching and learning for students and teachers can be seen in a number of ways. For students, ICT tools can help to enhance their learning experience by providing them with new opportunities to engage with the material. In addition, ICT tools can help to promote collaborative learning among students. For teachers, ICT tools can provide them with new opportunities to engage their students in the learning process. ICTs also have the potential to help teachers more effectively engage their students in the classroom.

It helps to promote collaborative learning among students, as well as between educators and students. Teachers can use ICT tools to provide a stimulating learning environment and make the learning process more efficient and effective. ICT tools in teaching and learning for students and teachers can vary significantly, depending on the type of ICT tool being used. For example, the use of Moodle for online course management can facilitate the delivery of quality online education, while the use of Wiki spaces for collaborative learning can enhance student engagement and learning. There are also a number of advantages to using ICT tools for teaching and learning that are specific to different kinds of institutions. For example, using ICT tools to manage student records can help to improve the efficiency and accuracy of student data [16-18].

5.2 Disadvantages of the Study

ICT can create a number of issues and problems for users, who may have to spend considerable time troubleshooting the technology. The additional time needed to keep the technology running can be detrimental to productivity. ICT tools can cause physical discomfort to users who are not accustomed to using them for prolonged periods of time. In some cases, the tools may cause serious health problems, such as repetitive strain injuries, carpal tunnel syndrome, and other conditions that can lead to long-term pain and suffering. ICT tools can be distracting and may make it difficult to focus on the task at hand. Overuse of ICT tools can lead to neck and back pain, as well as headaches. ICT tools can also be expensive. They can potentially decrease face-to-face interaction; they may require a lot of time to set up and maintain. As with all new technologies, it takes time for students and teachers to learn how to use them effectively. This can be a particular problem in developing countries, where ICT infrastructure and training are often lacking. ICT-enabled teaching can create a more distracting environment for some students, making it difficult for them to pay attention and learn. However, technology in the classroom isn't always viewed as a positive thing. Some believe that technology takes away from important social interactions and

disrupts the learning process. It could be argued that too much technology in the classroom could lead to students being less engaged with the material and more distracted by their devices. The use of technology in the classroom can also lead to cheating and plagiarism [19].

5.3 Importance of the study

ICT tools improve the efficiency and accuracy of student data. By using ICT tools to manage student records, teachers can improve the accuracy of student data and reduce the time needed to keep the technology running. ICT tools can also be used to improve student engagement and learning. ICT tools can be used for a variety of purposes, such as courses. The use of ICT in the classroom has led to increased test scores and improved grades. The use of ICT can have positive effects on education, but it is important to be aware of the potential negative side effects [20,21].

5.4 Significance of the Study

There is a significant importance to ICT-enabled classroom teaching and learning for students and teachers. ICT tools can be very helpful in improving the efficiency and accuracy of student data. It has been argued that too much technology in the classroom could lead to students being less engaged with the material and more distracted by their devices. The use of technology in the classroom can also lead to cheating and plagiarism. ICT increases the efficiency and accuracy in managing the data, reduces the learning time of the teacher and students, and enhances student engagement. ICT can be used to improve data accuracy and engagement in developing countries where training and infrastructure are often lacking.

Development in science and technology using ICT enabled classroom teaching and learning:

The development in science and technology has been greatly influenced by the use of ICT-enabled classroom teaching and learning. Over the past decade, there has been significant development in science and technology. A major contributor to this development has been the use of ICT in classrooms. ICT has revolutionized the way we teach and learn. It has made learning more interactive and engaging.

ICT has been a major source of new knowledge and skills. It has provided an infrastructure for developing and sharing new ideas and knowledge. ICT has allowed for a more globalized and connected world, which has in turn fostered the development of new and innovative technologies. ICT has played a role in the development of online learning, which has made education more accessible to people around the world [22].

Science and technology that will pave the way for sustainable development: Highlights of science and technology that will pave the way for sustainable development can be grouped into four broad categories: environmental science and engineering, health sciences, mathematical sciences, and computer sciences. Each of these categories has a wealth of relevant topics that can be explored through the use of ICT-enabled teaching and learning tools. Each area offers unique opportunities for educators to develop innovative teaching practices and equip students with the skills they need to become successful members of the global workforce. For example, environmental protection can include topics such as climate change and air pollution control. Food production can include topics such as crop research and breeding, livestock breeding, and poultry production.

6. Background of the Study

Teachers tend to cope in two ways, either by finding the least invasive ways to use technology without interfering with their standard mode of practice or by embracing technology at every step and turning in new and innovative ways. The former does a disservice to students, but the latter is unsustainable. To explore the sustainability of using technology in teaching and guidelines to determine the most effective technology to use sustainable fashion. A principled approach to sustainable use of technology in teaching fosters a student-centered system that increases student motivation and builds confidence without placing undue pressure on the teacher or on educational resources. In the 17th Century, the teaching aid was the individual slate board. It wasn't until 1801 when the blackboard was invented, that technology changed the education system from



small classes with individualized instruction to "mass education". With more use of the blackboard as the primary information delivery system, students were required the system to record notes using the paper and pencil. But the technology continued, with the lead-based pencil giving way to pen and ink. While the medium of paper seemed to have become accepted. After two centuries in every classroom, the mighty blackboard was the teaching aid - most commonly known as the 'whiteboard'. While the pace of technological change the reign of the 'whiteboard' will be much shorter than its predecessor, with the 'smart board' becoming commonplace in classrooms. Now a day the computer and projector have become a common feature in the classroom. The choice of pen or pencil, blackboard or whiteboard, computer or tablet-the challenge to successfully exploit technology is not related to the technology itself, but rather in finding a principled and pedagogically sound approach to follow in using whatever new technology may appear for teaching and learning. One of the issues is overcoming the generational "lag time" gap in adopting new technology between teachers and their students, as can be observed from the educational establishment's responses to new technologies throughout the past 200 years. This "lag time" is becoming increasingly apparent with the rate of technological advancement, and nowhere is it more apparent than in the usage of computers in the classroom. In order to illustrate the apparent divide between students and teachers—the "natives" and the "immigrants"—created by technology, Prensky developed the phrase "Digital Natives and Digital Immigrants" in 2001. He made the hypothesis that because of their exposure to technology, today's pupils think differently, which causes a divide between their new learning style and the conventional teaching methods used by teachers from an earlier generation. Ten years later, this duality of opposites is still far from the truth. According to White and le Cornu (2011), people react differently when utilizing technology based on their motivation and circumstance, rather than age or expertise being important factors. Today's

students think differently because of their exposure to technology, creating a gap between their new way of learning and the traditional way of teaching of the older generation of teachers. Finding a middle ground where teachers and students may peacefully coexist seems to be a crucial component in ensuring that technological integration is successful and long-lasting. Developing the capacity to effortlessly integrate existing teaching ideas with technology is the central problem we face in the twenty-first century. Teachers must learn from subsequent generations of "tech-savvy" pupils in order to maintain this throughout their careers, and they must also become "tech-comfortable" enough to adapt teaching concepts to whatever technological paradigms they come across. The usage of mobile devices both in and outside of class is a modern technological thread that improves the sustainability of weaved teaching. Because of this new technology, which has not yet been widely adopted in classrooms, everything that students and teachers generate in and outside of class is generally free to access at anytime and anywhere. Mobile devices make it easier for students to work in pairs, groups, and alone and make anything they generate in the classroom instantly available for sharing. Work completed outside of class can also be shared and incorporated into the group learning environment. Like all technology, a teacher must make wise selections based on pedagogically solid ideas in order for it to be effective and sustainable. If teachers don't adopt a moral stance to assist them in adjusting and adapting to new and emerging technologies for educational purposes, they may be forced to revert to their traditional methods of teaching.

7. A Principled Approach to Sustainability

We developed a set of guidelines to direct the sustainable and successful use of technology in learning around five main factors, taking into account the background and concerns regarding technology in education. The acceptance of technology as a whole, the intention and use of technology in general teaching practice, the general teaching practices involving technology and

specific innovations in language teaching, the affective domain of teachers' beliefs and attitudes toward technology, and the time lag between visitors and residents of a technological paradigm are the first four topics. Several research has proposed several strategies to evaluate whether utilizing technology should be regarded as part of standard practice.

8. Discussion

According to the classroom experience, integrating technology into the language learning program sustainably while the teaching-learning process has a lot more purpose and vigor. Fulfilling since they could use technology that they were already comfortable with and interact with it while doing so. Furthermore, because all of the platforms, websites, and technologies are free, neither the teachers nor the students had to worry about money. Computer laboratories on campus and laptops in the classroom made it much easier to carry out the intended strategy. The prevalent usage of mobile devices and smart-phones can benefit from applying the ideas of ACUTE and OFTEN. The usage of flashcards would be a fairly simple. Applications for mobile and smart phones are available for the flashcard sites Quizlet and Study stack. To use mobile technology in language learning classes, ACUTE and OFTEN can be applied because of the constantly evolving technologies and the rise of increasingly complex software advancements. Indeed, despite the ever-increasing rate of change in technological innovation, these principles can, to a significant extent, provide future-proofing.

Conclusion

According to what we saw in class, the student's self-esteem and confidence seemed to increase as a result of the emotional filter being broken down. The pupils appeared more at ease and capable of experimenting with the language through the activities rather than as a means in and of itself, and they could be trusted to perform to the best of their abilities. They appeared to have more confidence in their own skills and capacity to learn as a result. The teachers and students were able to communicate their goals for teaching and learning languages on a

number of platforms, which gave the classroom and the subjects more variety. Suitable technology was employed to support and enhance conventional approaches. The fact that work done by students or instructors using various computer or online-based systems never veered off the main syllabus of the institutions is another result. Both students and the instructors were able to express themselves in terms of their Student dialogue, critical thinking skills, and creative thought processes were anchored in these concrete artifacts, which could be freely shared with peers and revisited thanks to the nature of the media used. Thus, while bringing variety into the program, these also created the possibility for revision. Moreover, due to the fact that all materials are in an electronic environment, these can be compiled and used in the future, which further supports the viability and sustainability of language learning technologies and materials. The principles of ACUTE and OFTEN provide an effective framework for any practitioner to follow in order to choose the most advantageous technology and technology-based resources. The emotive barrier is lessened by woven teaching, and a more student-centered approach results, which increases student motivation and active engagement. Thus, these guiding principles accommodate an approach that strives to take into account more than only the expectations of the institution or the instructor.

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