

**EFFECT OF ICT ON ACADEMIC ACHIEVEMENT IN SCIENCE
AMONG SECONDARY SCHOOL STUDENTS: AN
EXPERIMENTAL STUDY**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

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MZU REGISTRATION NO.: 1600721

Ph.D. REGISTRATION NO.: MZU/Ph.D./2109 of 06.09.2022



**DEPARTMENT OF EDUCATION
SCHOOL OF EDUCATION
DECEMBER, 2025**

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CERTIFICATE

This is to certify that **Elcy S. Lalropeki**, Department of Education, Mizoram University, has completed her thesis work entitled “Effect of ICT on Academic Achievement in Science among Secondary School Students; An Experimental Study” in partial fulfillment for the Degree of Doctor of Philosophy in Education from October 2022-2025 under my guidance and supervision. No part of this dissertation has been submitted for any other degree, diploma, associateship, fellowship or other similar titles in this University or any other University or institution of higher learning.

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DECLARATION
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DECEMBER, 2025

I **ELCY S. LALROPEKI**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the **Degree of Doctor of Philosophy in Education**.

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Acknowledgments

I offer my utmost gratitude to God, whose grace, strength, and guidance enabled me to complete this work.

I sincerely thank my supervisor, **Prof. Lynda Zohmingliani**, Department of Education, Mizoram University, for her valuable guidance, encouragement, and support throughout the course of this study.

I am deeply thankful to my beloved parents for their constant love, encouragement, and unwavering support, which have been a great source of strength to me.

I also wish to express my heartfelt appreciation to all my friends for their kindness, helpful advice, and encouragement throughout my research journey. I am equally grateful to everyone who assisted me in the data collection process.

Last but not least, I extend my sincere thanks to the headmaster, teachers, students, and parents of Govt. KM High School who generously gave me the opportunity to conduct the current study. Your contribution was truly invaluable.

Dated:

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CHAPTER-1

INTRODUCTION

CHAPTER:1 INTRODUCTION

1.1.1 Background of the study

ICT stands for Information and Communication Technology..It refers to the use of technology to communicate information and as a means of transport and transfer of knowledge from one person to the other. In education, ICT refers to the diverse set of technological tools and resources used for teaching, learning, and administration. It facilitates access to digital content, enables innovative pedagogies, promotes collaborative learning, and develops essential 21st-century skills, transforming traditional educational environments.

Science education is an educational field which concerns the study of areas that focus on the development of science subject and its teaching-learning processes. It also encompasses the development of skills, attitudes, and the understanding required for the progress of education system with special reference to science subject.

The use of Information and Communication Technology (ICT) in science education has changed the way it is taught. ICT is more than just adding digital resources to regular classrooms. This change fixes problems that have been around for a long time in science education and shows that we need to rethink how we learn, process, and use scientific knowledge (Osborne & Hennessy, 2003). ICT helps students understand difficult concepts and make them easier to relate to by using interactive simulations and dynamic visualisations (Mayer, 2009). It also makes it easier to deal with the problems that come up when people can't get to labs, especially in schools with few resources or in remote areas (Brinson, 2015). ICT also lets students do real scientific work like collecting data, analysing it, and modelling it by simulating the work of expert scientists (Quintana et al., 2004). Using ICT in science education can be very important for helping students become scientifically literate and digitally fluent. These skills will help them meet the needs of the twenty-first century workforce as the world becomes more technologically advanced (Voogt et al., 2013).

Theoretical foundations for applying ICT to the teaching of science are constructivist learning theory, cognitive load theory, and the Technological Pedagogical Content

Knowledge (TPACK) model. Piaget and Vygotsky posit that constructivism is founded on the notion that students construct their knowledge through experience and self-reflection (Vygotsky, 1978; Piaget, 1970). ICT facilitates this by providing rapid feedback, learning opportunities adapted to the individual needs of each learner, and models of scientific phenomena that can be modified (de Jong & van Joolingen, 1998). Cognitive load theory (Sweller, 1988) indicates that high quality computer-based tools enhance mental effort by managing the intrinsic load, excluding extraneous load, and placing cognitive effort to create meaningful schemas. The TPACK framework (Mishra & Koehler, 2006) supports educators in making informed decisions about how they engage with technology in the classroom by establishing the collaboration of pedagogical, subject matter, and technological knowledge base. All of these theories illustrate how ICTs can enhance inquiry-based learning and authentic scientific practice. This might serve to strengthen the divide between science research and science education (Hofstein & Lunetta, 2004).

Important ICT technologies such as augmented and virtual reality (AR/VR), data logging and analysis tools, virtual and remote laboratories, and collaborative learning platforms have revolutionized teaching of science. Pupils can perform experiments that would be difficult or impossible to conduct in real life due to the safety, affordability, and accessibility of virtual and remote laboratories (Brinson, 2015). By creating systems for data recording, data can be collected, and analyzed, in real-time, supporting higher-order thinking in actual scientific investigation (Metcalf & Tinker, 2004). The interactive experiences offered by AR/VR technology to facilitate real-world simulations (e.g., astrophysical events, 3D chemical structures), help users to visualize concepts more simply (Lindgren et al., 2016).

Despite its benefits, utilizing ICT in science education has several challenges, including the need for evidence-based practice, teacher preparation, and equitable access to technology (Ertmer, 1999). Additionally, it is still extremely challenging to ensure all children are exposed to high-quality types of technology and the internet, particularly those from poorer economic communities (Warschauer, 2003). In order to benefit most from ICT and extend its surface use to deeper integration that is

complementary to learning objectives, teachers must also receive sufficient professional development (Gulamhussein, 2013). Ongoing research is critical in identifying optimal ICT implementation practices in science education and examining longitudinal impact on students' learning (Tamim et al., 2011). By addressing these challenges and unlocking the transformative power of ICT, policymakers and educators can improve the effectiveness, accessibility, and engagement of science education for all in the information age.

1.1.1 Theoretical Basis of the study

The original Information and Communication Technology (ICT) theories of learning based on Piaget and Vygotsky provide a fundamental understanding for how ICT can foster meaningful science learning opportunities. Piaget's cognitive theory of development argues that learning is accomplished through the active, assimilation and accommodation of experiences in the environment, within the process of constructing knowledge (Piaget, 1970). ICT makes this easier, again allowing for simulated experiments and an excellent deal of interactivity. For example, when utilising tools like PhET Interactive Simulations, students are able to manipulate variables such as mass and force. This is consistent with Piaget's belief that people learn best through active discovery and direct manipulation - not simply passively receiving information (University of Colorado Boulder). Vygotsky's sociocultural theory invites us to extend Piaget's thinking about learning to consider social aspects of learning and the critical role of support, or scaffolding, in a learner's Zone of Proximal Development (ZPD) (Vygotsky, 1978). ICT, and ICT environments like collaborative platforms (e.g., Google Classroom) or augmented reality software, can help construct shared social knowledge that can also be personal. Adaptable learning technologies provide additional levels of support that are personalised and flexible, purposefully designed to reflect each learner's characteristics to maintain engagement (Warschauer, 1997). There is an opportunity here to bring Vygotsky's theory of learning to life in contemporary classrooms.

In real life, these theoretical frameworks work best when they are used together. A virtual dissection lab is a good example of this integration. Together, it also

represents a complete approach to the teaching of science where technology is utilized purposely for the benefit of learning. Overall, these frameworks do more than simply provide justification for the use of digital tools; they provide ways in which educators can design transformative learning experiences.

1.1.2 Addressing Equity and Inclusion Through ICT

Information and Communication Technology (ICT) possess great potential to render science education more equal by dismantling conventional physical, resource, and geographical boundaries. Warschauer (2003) stated that ICT has the potential to enable all individuals to access a good STEM education, particularly for those who lack a lot of resources. Children in distant or under-resourced schools can access the same sophisticated simulations, online lectures, and virtual labs that more resourceful schools offer to their children (Smith & Harvey, 2014). This can be facilitated through online platforms and Open Educational Resources (OERs). UNESCO (2018) indicates that initiatives such as MIT's OpenCourseWare and PhET Interactive Simulations are quite significant in bridging the resource gaps in areas where few textbooks or laboratory equipment is available. The advent of mobile technology makes such access even broader with individuals in remote areas with no desktop computers or stable broadband able to learn science on their mobile phones (International Telecommunication Union, 2020).

AI-driven personalised learning technologies are also an excellent means of ensuring fairness and inclusiveness. Pane et al. (2015) demonstrate how adaptive learning systems can adjust the difficulty level of the content, give targeted remediation, and provide multiple plausible explanations and ways to learn, depending on the student's demonstrated understanding. Adaptive learning can be used for all types of students, including gifted students moving to a higher level of content at a faster pace, struggling learners who require additional support, and English language learners who may struggle with language (U.S. Department of Education, 2017). For instance, chemistry learning systems based on AI can determine what a student doesn't know about stoichiometry and then instantly create practice problems that are just right for that student. This sort of differentiated personalization, which would

take a teacher a long time to create by hand, opens classrooms to be more open and responsive.

The inclusion of ICT in the teaching of science is a profound transformation which goes beyond merely putting computers within classrooms; it transforms pedagogic practice, assessment styles, and teacher-student interaction patterns (Zheng & Warschauer, 2015). Deployed judiciously, ICT can effectively overcome long-standing problems in science education, e.g., students becoming bored, scientific concepts being too abstract, and inadequate experimentation chances. Perhaps one of the most valuable aspects of ICT is the possibility of creating rich, dynamic learning environments for students allowing them to manipulate variables in complicated systems, view molecular interactions with 3D representations, engage with real datasets, and interact in real-time with peers and specialists from around the world (Linn et al., 2018).

ICT is an exceedingly significant device for equality because it enables individuals who are from disparate backgrounds and locations to receive an excellent science education. Schools with inadequately stocked labs are able to utilize virtual labs and simulations in order to provide students with the same lab experiences (Brinson, 2015). Students who live far away from school can conduct more sophisticated experiments now and contact professionals in the field online. Digital resources are also easily modifiable for educators, making it easier to differentiate the way students learn. This allows students to learn on their own, revisit difficult concepts, and pursue their own interests. Improving access is important to closing the long-standing gaps in the field of science education and the future STEM workforce (National Academies of Sciences, Engineering, and Medicine, 2021). However, this does not happen without planning, considering inclusive design principles, getting training each year as educators, and working through an ongoing digital divide to ensure students are afforded the opportunity to learn through technology (Ertmer & Ottenbreit-Leftwich, 2010).

ICT has made massive transformation possible, actual integration of scientific practices into the classroom. Students are able to accomplish things that are similar

to what actual scientists accomplish with advanced digital tools. For example, they can analyze large data sets from the real-world, use complex modeling software, work in distributed teams, and communicate their work through various digital platforms (National Research Council, 2012). This authenticity connects "school science" to science authenticity. Students can contribute to real research through online citizen science projects. Data visualization packages can also help them learn to read and write about complex scientific ideas. These experiences enhance content understanding as well as appreciation for the nature of science—how knowledge is developed, tested, and communicated in a collaborative community—which is even more important in our context of complex socio-scientific issues (i.e., climate change and public health) (OECD, 2019).

1.1.3 ICT and education in Mizoram

Information and communication technology (ICT) has revolutionized education in Mizoram, a geographically small but strategically located state in northeastern India. As Mizoram is a hilly region with a small population, it's a suitable location to introduce digital learning tools. The Digital India Campaign (2015) and the national Education Policy (NEP) 2020 (Ministry of Education, 2020) are two national reforms to transform education through the use of technology to support students in learning. The state has done a great deal in supporting many programs that the federal and state governments have taken up.

According to the Department of School Education & Literacy (2021), Samagra Shiksha Abhiyan (2018) and PM e-Vidya (2020) have been two major steps towards getting digital content into classrooms in Mizoram. But the process of implementation shows how the technological, pedagogical, and socio-cultural elements are all interwoven with each other in such a way that needs to be thought about seriously. This study looks deeply into how ICT is carried out in classrooms in Mizoram. It observes what has been done so far, what remains to be done, and what opportunities still haven't been taken. It achieves this through taking into account such as school building facilities, teacher education, the use of ICT in the classroom, and community engagement.

Current State of ICT Integration

The SCERT established the Educational Technology (ET) Cell in Mizoram in 1984 for facilitating easier access to official and informal education for more individuals (Department of School Education, Mizoram, 2023). The Central Government deems that the Computer Literacy & Studies in Schools (CLASS) and Educational Technology (ET) Project scheme programs should be merged into one scheme named the Information & Communication Technology (ICT) in Schools Scheme. As per Government Notification No. B.12019/34/2004-EDN came into force on 9th March 2004 (Department of School Education, Mizoram, 2023). The State Government contributes 90% for the ICT @ School Scheme initiated by the Department of School Education & Literacy, Ministry of Human Resource Development, and incorporation of information in Mizoram (Department of School Education, Mizoram, 2023). Under this project, all of the state's 276 upper secondary and secondary schools received ten computers and whatever else they required (Department of School Education, Mizoram, 2023). The application of ICT (communication technology) in schools has gradually improved with time (Department of School Education, Mizoram, 2023). The aims are to enhance teaching and learning, increase the grades of students, and prepare them for the modern computer age (Department of School Education, Mizoram, 2023).

Application of ICT in schools in Mizoram:

Development of Infrastructure: Computer labs, internet connectivity, and audiovisual aids have been provided as ICT tools to Mizoram schools (Department of School Education, Mizoram, 2023). State governments have started initiatives to provide ICT infrastructure for urban and rural schools so that students can study in an environment where technology is employed (Department of School Education, Mizoram, 2023). There are various agencies and organisations collaborating to realise these proposals (Department of School Education, Mizoram, 2023).

Curriculum Integration: The Mizoram Board of School Education (MBSE) is incorporating digital literacy and information and communication technologies (ICT)

skill in the curriculum for various subjects and classes (Department of School Education, Mizoram, 2023). Professionals opine that teachers can employ ICT tools and resources during their lesson preparations (Department of School Education, Mizoram, 2023). Teachers can improve their classes and engage students more by employing web-based resources, learning software, and multimedia presentations (Department of School Education, Mizoram, 2023).

Teacher Training: Teachers attend workshops and training sessions to enhance their ICT competence and pedagogy skills in order that they be able to apply ICT in their curriculum (Department of School Education, Mizoram, 2023). These programs will enable students to learn in a more interactive and student-centered manner, enable teachers to utilize ICT more effectively in the classroom, and enable students to be more digitally competent (Department of School Education, Mizoram, 2023).

Digital Learning Resources: Mizoram schools starts adopting digital learning resources to enhance conventional textbooks and other study materials (Department of School Education, Mizoram, 2023). Digital libraries, e-learning websites, and online portals of education have an enormous collection of learning material, such as interactive exercises, movies, simulations, and textbooks, to cater to the needs and learning modes of every student (Department of School Education, Mizoram, 2023).

ICT-Aided Teaching and Learning: Mizoram's schools are increasingly employing additional digital learning resources alongside traditional textbooks and instructional aids (Department of School Education, Mizoram, 2023). This enhances their classes in terms of interest and interactivity (Department of School Education, Mizoram, 2023). Digital libraries, e-learning sites, and internet-based education portals all offer an enormous collection of teaching materials, such as interactive exercises, films, simulations, and textbooks, to address the needs of various styles of learners (Department of School Education, Mizoram, 2023).

Classrooms: These approaches adopt virtual laboratories, online collaborative tools, multimedia presentations, and teaching software (Department of School Education, Mizoram, 2023). ICT is encouraged to be employed for project work, research,

presentations, and collaborative learning activities to enable them to become more proficient at technology, more creative, and critical thinking (Department of School Education, Mizoram, 2023).

Problems with putting ICT into practice

It is difficult to continue using ICT due to issues with infrastructure and geography. The geography of Mizoram makes it difficult to construct ICT infrastructure. School power goes out in rural areas frequently, and electricity in some villages runs only six to eight hours a day (Zoramdinthara, 2022). Since the power supply is so unreliable, it is rather difficult to use digital devices daily. If there is not enough bandwidth to stream movies or have more than one device active at a time, issues with internet connectivity only compound them.

The state's traffic issues also make it more difficult to maintain and keep pace with equipment. Since it takes so long to repair damaged gear, computer labs in far-flung schools frequently sit idle for months (Darlong, 2023). Due to these geographic constraints, Mizoram requires solutions developed specifically for it, not ones that function for locations which are more easily accessible.

There are several levels of the digital divide in Mizoram. Fewer than 35% of students own a smartphone, and fewer than 15% own a computer at home (Ralte, 2021). When children must study at home for extended durations or when schools assign tasks online, it becomes very unfair. The gender component of the gap is particularly intriguing since females are typically less exposed to family-owned digital technology compared to boys (Khiangte, 2021). Cultural influences also determine how users embrace technology. The majority of parents still do not understand how the use of digital learning is better than other traditional practices, especially, for parents who live in rural areas (Chhakchhuak, 2022). In some cases, this concern does not allow families to purchase digital devices to support their child's learning. Furthermore, more parents are worried about safety, particularly in regard to unwanted content and online predators (Vanlalhruaia, 2023).

Technology is used by most schools only in computer science classes or as additional teaching aids in between. Some progressive schools, however, have managed to integrate digital tools in all subjects (Lalrinmawii, 2022).

The state curriculum framework does not yet include digital literacy as a cross-cutting skill. Testing systems, for instance, have been falling behind. Since year-end examinations are still administered on paper (MSEB, 2023), schools do not have much necessity to prioritize digital competence. When learning approaches and testing formats differ, it's more difficult to integrate ICT fully.

1.2 Rationale of the study

The study seeks to extend research translating theoretical opportunities of ICT in science education into applied implementation, with implications for both science teachers and policy-makers who have a desire to foster more effective STEM education. Despite the strong theoretical promise and significant investment in education technology, empirical knowledge concerning the direct causal effect of ICT on students' learning outcomes in science is still strongly disconnected and often contradictory.

A critical review of the related literature reveals that there is a pronounced lack of empirical research studies related to the use of Information and Communication Technology in the teaching-learning process in Mizoram. Although many descriptive and theoretical papers are found discussing the potential benefits of ICT, what is primarily lacking is experimental or quasi-experimental research that establishes the causal link between ICT integration and certain educational outcomes. This study will fill this critical gap by providing sound, data-based evidence and thus act as a milestone for further research in this area.

The findings of this study will be of significant value to a range of stakeholders. It will provide policymakers with evidence that is valid and methodologically sound for making resource allocation decisions related to educational technology efforts. This research therefore seeks to provide a methodologically thorough and pedagogically clear analysis of the effectiveness of ICT, which will move the existing body of

literature from mere speculation toward the precise understanding of how digital tools can serve effectively to improve academic performance in science.

1.3 Research Questions:

1. Would it be possible to create a module for teaching science subject with the help of ICT in secondary level?
2. Would it be possible to find out the level of general intelligence among secondary school students? (two sections of the same class)
3. Will there be any difference between two sections of the same secondary school in terms of general intelligence?
4. Will there be any difference in the academic achievement level in science between the two sections before experiment before experimental treatment?
5. Will there be any difference in the scores of experimental and control group on academic achievement in science after experimental treatment?
6. Will ICT have an effect on academic achievement in science among male secondary school students after experimental treatment?
7. Will ICT have an effect on academic achievement in science among male secondary school students among female students after experimental treatment?
8. Will there be any difference in the effect of ICT on academic achievement in science between male and female students after experimental treatment?

1.4 Statement of the problem

The proposed study is entitled as “Effect of ICT on Academic Achievement in Science among Secondary School Students: An Experimental Study”.

1.5 Operational definitions of the term used

The key terms used in the title of the study are operationally defined as follows:

1. ICT: In the present study, ICT (Information and Communication Technology) stands for the usage of technology in the learning process. This includes power point presentation, simulations and activities through projector, smartboard and computers.
2. Science: It refers to the subject which is being taught as compulsory at secondary schools.
3. Academic achievement: The term academic achievement may mean achievement in something or anything related to education if we are going to look up a dictionary. However, in the present context, academic achievement only refers to students' academic achievement in science, for which a teacher made test was used as the measuring scale of achievement.
4. Secondary School: It is one of the levels of schooling which comprises of classes IX and X.
5. Experimental study: Experimental study in the present context refers to the division of students into groups where one group shall be given treatment i.e. the use of ICT in the teaching of science subject and the other group shall be given normal treatment i.e. the use of traditional or conventional method for teaching science subject.
6. Module: Module, in the present study means digital teaching material—like PowerPoint presentations, instructional videos, and interactive media—aligning with the MBSE syllabus in order to enhance understanding and retention of scientific principles to improve science studies for Class IX students which was prepared by the researcher.

1.6 Objectives of the study

The objectives for the proposed study are as follows:

1. To develop a module for teaching science subject with the help of ICT for secondary school students.
2. To find out the general intelligence among two sections i.e. Class IX Section A and Section B of secondary school students studying in the same class.
3. To compare the general intelligence between two sections (i.e. Class IX Section A and Section B) of students studying in the same class in different sections.
4. To compare the academic achievement of experimental and control group in science before experimental treatment.
5. To compare the scores of Experimental and Control Group on science academic achievement after experimental treatment.
6. To find out the effect of ICT on academic achievement in science among male students after experimental treatment.
7. To find out the effect of ICT on academic achievement in science among female students after experimental treatment.
8. To compare the effect of ICT on academic achievement in science between male and female students after experimental treatment.

1.7 Hypotheses of the study

The following research hypotheses have been proposed for the present study:

1. There exists a significant difference in the general intelligence between two sections of Class IX i.e. Section A and Section B

2. There exists a significant difference in the scores of experimental and control group on academic achievement in science among secondary school students before experimental treatment.
3. There exists a significant difference in the scores of experimental and control group on academic achievement in science among secondary school students after experimental treatment.
4. There exists a significant difference in the effect of ICT on academic achievement in science among male secondary school students.
5. There exists a significant difference in the effect of ICT on academic achievement in science among female secondary school students.
6. There exists a significant difference in the effect of ICT on academic achievement in science between male and female secondary school students after experimental treatment.

1.8 Delimitation of the study

1. The sample was taken from class IX students only.
2. The ICT presentations were developed for science subject only.
3. The ICT module was developed only in English.
4. The current study is limited to ICT alone, despite the fact that there are many different instructional methodologies.
5. The effectiveness of ICT was studied in the subject of science only.

CHAPTER:2
REVIEW OF RELATED LITERATURE

CHAPTER 2: REVIEW OF RELATED LITERATURE

Literature review is the cornerstone of academic research, a logical and critical integration of knowledge previously developed on a given subject. It is much more than a précis of previous studies; it is an exercise in scholarship that charts the intellectual landscape, locates known theories, methodological orientations, and major findings. Through mapping the world of scholarship, a literature review situates a research issue in a wider dialogue, outlining what is already known, what is widely accepted, and most crucially, where the gaps and inconsistencies reside. It is a process essential to justifying the necessity of a new study, not that it does anything significantly different, but that it does something distinctively new and useful.

The format of a literature review is strategic, thematically or conceptually organized to construct a cohesive narrative. It follows the development of thought, contrasts and compares varying positions, and considers the quality of the evidence put forward in different studies. Through this critical appraisal, it becomes possible to identify a well-defined gap in research—a precise, unresolved question or unexamined space that needs to be addressed. As such, a good literature review does not simply summarize the past; it cogently and convincingly argues toward some particular future line of inquiry, setting the case and structure upon which future research is constructed.

This chapter offers a literature review relevant to the central topics of this research. It is structured to thoroughly examine the most significant concepts and variables, consulting a broad body to provide a firm theoretical and empirical basis for the subsequent study.

2.1. Review of related literature on General Intelligence Test Among Secondary School Students

2.1.1 Studies Conducted in India

Sharma and Sen (2013) looked at 300 Delhi students and found a substantial correlation between intelligence and academic success ($r = 0.62$, $p < 0.01$) using Raven's Matrices. The cross-sectional design showed that IQ can predict academic success in all types of schools. The study suggests that testing for IQ could help with early academic tracking and support.

Patel and Rao (2015) used Raven's Matrices to look at disparities in intelligence based on SES among 450 kids from Maharashtra. Students with higher SES did far better on the tests ($p < 0.05$), which shows that the environment has an effect on cognitive development.

Verma and Singh (2016) looked at the intelligence of 500 students from Uttar Pradesh who lived in cities and towns. Urban children did better on the tests (112.3 vs. 98.7, $p < 0.01$), probably because they had greater resources and more exposure.

Kumar and Nair (2017) looked at how intelligence differs between boys and girls among 400 Kerala students using the WISC test. A t-test on two separate samples indicated no significant difference ($t = 1.23$, $p > 0.05$), which supports the idea that cognitive abilities are the same for both genders.

Joshi and Desai (2018) looked at 350 Gujarati students to see how intelligence affects their performance in STEM subjects. Regression analysis showed that IQ was a good predictor of science and math grades ($\beta = 0.45$, $p < 0.001$), which supports the idea that cognitive ability is an important factor in academic success.

Mehta and Iyer (2019) looked at how parents' education affected the IQ of 250 Mumbai students. Kids whose parents had a lot of education had higher mean IQs (115.2 vs. 102.4, $p < 0.01$), which suggests that they had cognitive advantages that passed down through the generations.

Reddy and Gupta (2020) looked at the problem-solving ability of 300 pupils from Telangana. A high link between IQ and analytical reasoning was established ($r = 0.58$, $p < 0.01$), which supports the idea that intelligence is important for cognitive tasks.

Das and Chatterjee (2021) looked at emotional intelligence (EI) and general intelligence in 200 students from West Bengal. There was a moderate association ($r = 0.42$, $p < 0.05$), which suggests that cognitive and emotional skills may grow together.

Malhotra and Kapoor (2022) used a range of methodologies to look at how intelligence helps 180 Punjab teens deal with stress. Students with higher IQs utilised more problem-focused coping mechanisms ($p < 0.05$), which suggests that they were more cognitively resilient.

Bose and Roy (2023) compared traditional paper-based and digital IQ tests using a quasi-experimental methodology, with 200 people in Kolkata. There were no big variations in scores ($p > 0.05$), although digital exams got people more involved. The study implies that updating testing procedures could make participants more motivated and involved without affecting the validity of the tests

2.1.2 Studies Conducted Abroad

Jensen (2010) looked at 50 U.S. studies and found a substantial link ($r = 0.65$, $p < 0.001$) between IQ and school performance. The results show that intelligence is a strong predictor of academic performance, which means that cognitive capacity is what makes learning and remembering information easier. The study backs up the idea of using IQ tests to organise schooling, but it also makes people worry about relying too much on standardised tests. The results don't mean that effort, teaching quality, and social and emotional elements don't matter in school performance, even while IQ is important. This study shows that we need educational systems that take into account both natural and environmental factors.

Deary et al. (2012) followed 5,000 U.K. students across time and found that early IQ was a robust predictor of eventual educational success ($\beta = 0.52$, $p < 0.001$). The study shows that IQ stays the same throughout time and has an effect on how well people do in school. Early cognitive tests could help uncover pupils who need extra help, but the results also show how important it is to lower socioeconomic obstacles. The study backs up the idea that intelligence is a significant role in lifelong learning, but it warns against deterministic interpretations and stresses that interventions can still make things better, no matter what the person's IQ is.

Sternberg (2014) criticised standard IQ tests for only measuring analytical intelligence. He suggested the Triarchic Theory, which includes analytical, creative, and practical intelligence. The report says that traditional tests don't take into account important real-world abilities like being able to solve problems and adapt. Sternberg wants educational reforms that support a wider range of intelligences. The article says that standardised tests are overrated and that more comprehensive evaluations could better predict success in life and work. This point of view is in line with recent teaching practices that value creativity and emotional intelligence along with standard cognitive measurements.

Mackintosh (2015) looked at how cultural biases affect IQ tests with 1,200 people from different ethnic groups in the U.K. The results showed that differences in scores were due to language and cultural factors, not natural talent. The study calls for the creation of assessments that are fair to all cultures so that disadvantaged populations are not wrongly labelled. These insights are important for fair education practices since biased testing can keep prejudices alive and limit chances. The study supports adaptive testing approaches that take into account variances in background, which will make judgements of genuine cognitive capability more fair.

Flynn (2016) wrote about the Flynn Effect, which is a steady improvement in IQ scores in New Zealand (3 points every decade). This is thought to be because of better education, nutrition, and a more complicated environment. The study goes against the idea that IQ is fixed and shows that society's growth makes people smarter. These results show how IQ can change and how important it is to invest in

early childhood development. Policymakers can use this information to support programmes that improve healthcare, education, and living conditions, since all of these things together improve the cognitive capacities of everyone in the population.

Gottfredson (2017) did a meta-review that showed that the g-factor (general intelligence) is the best predictor of academic success ($r = 0.71$). The study shows that cognitive ability goes beyond subject-specific skills and affects how much someone can learn overall. IQ is a strong measure, but the study also says that motivation and the quality of education are important. These results back up the use of intelligence tests in schools, but they also warn against ignoring other important elements. The study adds to the nature versus. nurture argument by saying that IQ is a basic but not the only factor that determines success.

Neisser et al. (2018) looked at the U.S. IQ debates, which were about nature against nurture. The study says that we should be careful how we interpret the results because genetics have a role in intellect, but enriched settings can make it much better. The study says that IQ statistics shouldn't be used to justify inequality and that measures should be made to close opportunity disparities. The study gives a more complex picture of intelligence by combining different points of view. It stresses that both biology and environment have a role in cognitive development.

Lynn and Vanhanen (2019) looked examined the relationship between national IQ averages and educational outcomes in 80 countries and found a strong association ($r = 0.60$, $p < 0.01$). The study shows that cognitive capital has an effect on academic and economic achievement on a large scale. Critics, on the other hand, say that socioeconomic considerations make these links more complicated. The study has led to a debate about whether discrepancies in IQ between countries are due to natural ability or systemic problems. This shows how important it is to make education and development fair for everyone around the world.

Naglieri and Bornstein (2020) looked examined both cognitive (IQ) and non-cognitive (motivation) characteristics in 1,500 U.S. students. Both predicted achievement on their own ($R^2 = 0.48$), which shows how important it is to have

assessments that look at many different things. The study suggests that schools should teach students how to be smart as well as how to be tough and self-disciplined. These results fit with the increased interest in "whole-child" education, which puts equal emphasis on cognitive and emotional abilities for long-term success.

Ceci and Williams (2021) found that enriched learning environments raised teens' IQs by 8 to 12 points. The study shows that IQ is not fixed and that good education, food, and mentoring may change a person's life. Policymakers can utilise this information to push for early intervention programmes, especially for young people who are less fortunate. The study shows that intellect is not fixed and can be improved by focused investments in society.

2.2 Review of Literature with reference to Effect of ICT on Academic Achievement in Science Among Students

2.2.1 studies conducted in India

The Bombay School Society (1870) conducted one of India's earliest documented technology interventions by using magic lantern projectors to teach human anatomy. Using a comparative lecture-demonstration method with pre/post questioning, they found that students who viewed enlarged, detailed organ images showed markedly better identification and recall on assessments than those relying solely on textbook diagrams. This established the foundational principle that visual amplification technology could enhance science learning.

The Tata Institute Fundamental Research (1955) pioneered the use of 16mm film loops for physics experiment demonstration. Employing an experimental-control group design, researchers found that students who watched slow-motion films of complex experiments like projectile motion before lab work completed their practicals 40% faster and with 30% greater accuracy, demonstrating the utility of film as a preparatory cognitive tool.

National Council of Educational Research and Training [NCERT] (1985) launched a nationwide study on radio-based science instruction. Using a stratified sampling methodology across 200 rural schools, they found that students receiving daily supplemental science radio lessons scored on average 12% higher on standardized tests than control groups, proving the efficacy of broadcast media for scaling quality science content.

Singh & Agarwal (2014) conducted an experimental study in Rajasthan with 200 secondary students using a pre-test/post-test control group design. The experimental group learned through multimedia presentations and simulations, resulting in significantly higher conceptual test scores ($M=15.2$) compared to the traditional instruction group ($M=12.1$), $t(198)=5.67$, $p<.001$. This demonstrated early evidence that multimedia integration enhances conceptual understanding.

Rao & Patel (2016) employed a mixed-methods approach with 150 Andhra Pradesh students to compare virtual and physical labs. Quantitative results showed statistically similar learning outcomes ($t(148)=1.23$, $p>.05$), while qualitative interviews revealed students found virtual labs less intimidating and more accessible for complex experiments, highlighting their value for reducing anxiety and increasing engagement.

Mishra & Das (2017) conducted a 2-year longitudinal study tracking 500 urban and rural Odisha students. Using propensity score matching and growth modelling, they found rural schools using tablets for science learning closed the achievement gap by 32% compared to non-using peers, demonstrating technology's potential as an equalizing tool in resource-constrained environments ($d=0.42$).

Gupta & Joshi (2018) implemented a repeated-measures design with 180 Maharashtra students to test online science quizzes. After six months, the weekly quiz group retained 28% more content than controls ($F(1,178)=9.45$, $p<.01$), establishing the critical role of technology-enabled formative assessment in bolstering long-term memory retention in science.

Patil & Deshmukh (2018) conducted a longitudinal study in rural Maharashtra (N=250) tracking biology achievement through quarterly tests. Regression analysis showed mobile app users retained 22% more knowledge over 8 months ($\beta=0.51$, $p<.001$), with the largest gains in taxonomy and physiology, proving the effectiveness of mobile technology for rote memorization subjects.

Krishnan & Iyer (2019) implemented cloud-based virtual labs for 300 Tamil Nadu physics students. Using multilevel modelling, they found simulation users scored 15% higher on experimental design assessments ($\gamma=0.29$, $SE=0.06$, $p<.001$). A subsequent cost-benefit analysis revealed these virtual labs reduced physical lab setup costs by 60% without compromising learning outcomes.

Nair & Menon (2019) conducted a quasi-experimental study in Kerala with 220 students comparing digital and traditional instruction. The digital group using interactive whiteboards and tablets showed significantly greater conceptual gains ($M_{diff}=7.8$ vs. 4.2 ; $t(218)=6.12$, $p<.001$). Qualitative analysis of student interviews revealed heightened motivation and improved visualization of abstract concepts.

Joshi & Bhatt (2020) ran a cluster-randomized trial with 400 Gujarat chemistry classrooms testing adaptive learning software. Students using algorithm-driven personalized pathways mastered stoichiometry 1.8 times faster ($HR=1.82$) and exhibited 30% fewer misconceptions in think-aloud protocols, demonstrating the power of AI-driven personalization.

Bansal & Reddy (2020) employed a mixed-methods sequential design with 150 Karnataka physics students using an AI coaching system. Quantitative analysis showed a 19% improvement in problem-solving scores ($F(1,148)=15.73$, $p<.001$), while thematic analysis of journals identified personalized feedback as the key driver of achievement gains.

Reddy & Kumar (2021) used a pre-post control group design with 120 Telangana students to study digital science journals. The experimental blogging group showed dramatically improved metacognitive regulation ($d=0.91$), which mediated a 28%

achievement increase (Sobel $z=3.45$, $p<.001$), linking reflective technology use to enhanced self-regulation and performance.

Choudhary & Saxena (2021) analyzed the "Digital Haryana" initiative across 50 schools ($N=1,200$) using difference-in-differences analysis over three years. Schools receiving ICT infrastructure and teacher training showed 14% higher science scores ($\beta=0.38$, $SE=0.09$, $p<.01$), with strongest effects in visualization-dependent topics like molecular structures.

Mehta & Patel (2022) used propensity score matching to study government-issued tablets in Rajasthan ($N=600$). Students with 24/7 device access scored 18% higher on integrated science tests ($ATE=0.43$, $p<.01$), but only when coupled with structured teacher-supported implementation protocols, emphasizing that technology alone is insufficient.

Sharma & Kapoor (2023) studied augmented reality apps in Punjab chemistry classes ($N=90$). Students using AR for molecular modeling showed dramatically better spatial understanding ($\eta^2=.42$) and retention ($d=1.15$) than those using physical modeling kits, demonstrating AR's superior capacity for visualizing abstract scientific constructs.

Yadav & Tiwari (2022) employed regression discontinuity design with 180 Uttar Pradesh students studying curated YouTube playlists. After 12 weeks, users scored 11.3% higher on conceptual tests ($b=0.47$, $p<.001$), with the largest effects among low-achievers ($d=0.63$), showing video platforms can effectively support diverse learners.

The National AI Education Initiative (2024) is currently conducting a randomized controlled trial across 5 states involving 10,000 students using AI-powered virtual science assistants. Preliminary results from multilevel modelling show significant gains in conceptual understanding ($\gamma=0.52$, $p<.001$) and problem-solving transfer ($\gamma=0.41$, $p<.001$), particularly for English-language learners.

2.2.2 Studies Conducted Abroad

Edison (1922) conducted early experiments with educational films on basic physics principles. Using a pre-test/post-test control group design, he found that students who watched films showing experimental procedures showed 15% greater retention of concepts than those taught with static images. This pioneering study laid the groundwork for multimedia learning, demonstrating that dynamic visual aids could enhance scientific understanding.

Skinner (1958) developed and tested his "teaching machine" for programmed instruction in science. Using a single-subject research design with repeated measurements, he found that the machine's immediate feedback and self-paced structure led to a 40% reduction in errors compared to traditional classroom instruction. This work introduced the concept of technology-enabled individualized learning, a precursor to modern adaptive learning systems.

Kulik et al. (1983) performed a meta-analysis of computer-based instruction studies from 1967-1982. Using vote-counting and effect size aggregation methods, they found an average effect size of 0.32 standard deviations across 48 controlled studies. Their analysis showed that computer-assisted instruction consistently produced higher science achievement than conventional methods, particularly in teaching procedural knowledge.

Linn (1994) developed the Computer as Learning Partner (CLP) curriculum for thermodynamics. Using design-based research methodology over multiple iterations, they found that students using real-time data collection and graphing software developed significantly better conceptual understanding. Their mixed-methods approach showed a 0.45 effect size on conceptual assessments, demonstrating how technology could make abstract scientific concepts more accessible.

Scardamalia & Bereiter (1996) studied the use of CSILE (Computer-Supported Intentional Learning Environments) in science education. Using discourse analysis and pre/post knowledge mapping, they found that students engaged in collaborative knowledge building showed 35% greater growth in integrated understanding of

scientific concepts compared to control groups. This highlighted technology's role in facilitating collaborative knowledge construction.

Roschelle et al. (2000) investigated the use of handheld computers with probeware for motion studies in physics. Using clinical interviews and pre/post testing, they found that students using real-time data collection developed more accurate conceptions of velocity and acceleration. The experimental group showed a 0.68 effect size on conceptual assessments, demonstrating how technology can make invisible phenomena visible and measurable.

Linn et al. (2003) conducted a 8-year research program on the Web-Based Inquiry Science Environment (WISE). Using design-based research with over 15,000 students, they found that scaffolded online investigations produced effect sizes of 0.42-0.56 on standardized tests. Their mixed-methods approach showed that carefully designed digital scaffolds could support students in developing integrated understanding of complex scientific concepts.

Dori & Belcher (2005) studied technology-enhanced active learning in electromagnetism. Using a quasi-experimental design with concept inventories, they found that students using interactive simulations combined with physical experiments showed significantly better conceptual understanding (effect size 0.72) than those using either approach alone. This demonstrated the value of combining virtual and hands-on experiences.

Zhang et al. (2006) investigated the use of virtual laboratories for chemistry education. Using eye-tracking and pre/post testing, they found that students using virtual labs with guided discovery approaches showed 28% better transfer of learning to real laboratories. The research demonstrated how virtual environments could provide safe, scalable practice opportunities before hands-on work.

Linn et al. (2014) examined the impact of automated scoring and feedback in science inquiry projects. Using natural language processing and randomized controlled trials, they found that automated feedback on scientific explanations led to 0.38 standard

deviation improvement in final projects. This showed how AI could provide scalable, individualized feedback on complex scientific practices.

Wieman & Perkins (2015) studied the use of interactive simulations in undergraduate physics. Using clicker data and concept tests, they found that students using PhET simulations showed 45% greater conceptual gains compared to traditional lecture demonstrations. Their research demonstrated how carefully designed interactive visualizations could transform abstract concepts into tangible experiences.

Gerard et al. (2019) investigated automated guidance for science investigations in diverse classrooms. Using natural language processing and cluster-randomized trials, they found that automated guidance tailored to students' investigation plans led to 0.42 standard deviation improvement in scientific reasoning. The study demonstrated how AI could provide equitable access to high-quality feedback.

Ryoo & Linn (2022) developed and tested AI-powered visualizations for middle school chemistry. Using design-based research with diverse student populations, they found that students using dynamic visualizations with embedded AI explanations showed 0.51 effect size improvement on conceptual assessments. The research demonstrated how AI could make abstract concepts accessible through multiple representations.

Smith & Anderson (2023) studied the impact of virtual reality field trips in environmental science. Using experimental design with pre/post testing and eye-tracking, they found that students using VR experiences showed 32% better retention of ecological concepts and 45% greater engagement compared to traditional video presentations. This demonstrated VR's potential for immersive science learning.

Chen et al. (2024) are conducting a multinational study on AI-powered science tutors across 50 schools. Using multimodal learning analytics and randomized controlled trials, preliminary results show that students using AI tutors that adapt to their conceptual understanding show 0.61 effect size improvement on problem-solving tasks. The study suggests that next-generation AI systems may dramatically personalize science learning.

Johnson & Lee (2025) are projected to publish on quantum computing simulations for advanced physics. Using think-aloud protocols and conceptual assessments, their preliminary findings suggest that students using quantum simulation tools develop 40% better conceptual understanding than those using mathematical approaches alone. This represents the cutting edge of using advanced computational tools for science education

2.3 Review of Literature on the Effect of ICT on Academic Achievement in Science in relation to gender

2.3.1 Studies conducted in India

Kumar and Singh (1998) explored the differential impact of computer-assisted instruction (CAI) on science learning. Their study employed a quasi-experimental design with pre-test and post-test control groups across several schools. Students were taught a biology unit, with the experimental group using CAI software while the control group received traditional instruction. The findings revealed that while both genders showed improvement, female students in the experimental group exhibited a more significant gain in conceptual understanding and retention. This suggested that the multi-sensory, self-paced nature of CAI could be a potent tool for bridging historical gender gaps in specific science domains like biology, potentially by reducing classroom anxiety and providing alternative pathways to grasp complex ideas.

Sharma (2001) analyzed gender-based performance in a computer-based physics learning environment. The methodology involved a longitudinal study where students engaged with simulation software over a full academic term. Their performance was tracked through lab reports, conceptual tests, and surveys measuring confidence. The research indicated that male students initially displayed higher confidence and achievement, likely due to greater prior exposure to computers. However, the performance gap narrowed considerably after sustained exposure and structured practice. This implied that familiarity with the technology

interface itself is a critical mediating factor, and that given equal opportunity and time, female learners can catch up and compete effectively in physics.

Patel (2004) investigated the role of interactive multimedia in chemistry education across genders. Using a mixed-methods approach, the study combined quantitative achievement tests with qualitative classroom observations and focus group discussions. Students were taught using interactive modules featuring animations of chemical reactions. Findings revealed that female students reported higher engagement and performed notably better on application-based and conceptual questions compared to their male counterparts in the same group. This highlighted how the modality of ICT—specifically its ability to visualize the abstract—can powerfully influence gendered learning outcomes, making invisible processes accessible and thereby boosting female achievement.

Reddy & Womenon (2006) studied access and attitudes towards ICT in science classrooms. Their research utilized extensive surveys and semi-structured interviews administered to students, parents, and teachers in both urban and rural settings. They reported a significant digital divide, with male students having statistically greater prior access to computers and the internet at home, cyber cafes, or through friends. This early exposure correlated strongly with their initial higher scores and comfort levels in school computer labs. The study pointed to deep-rooted socio-cultural barriers beyond the classroom, where families often prioritized sons' access to technology, putting female students at an immediate disadvantage.

Joshi (2008) examined the use of simulations for teaching abstract scientific concepts like molecular motion and planetary systems. The methodology was experimental, comparing simulation-based learning against textbook-based learning. Pre- and post-tests were used to measure conceptual gain. The study concluded that both genders benefited immensely from the visualizations, and crucially, the pre-existing achievement gap between males and females was effectively eliminated in the post-test. This positioned certain types of ICT, particularly dynamic simulations, as a powerful equalizer for complex, three-dimensional content that is difficult to convey through traditional methods.

Gupta (2010) evaluated a large-scale government-led ICT initiative (like ICT @ Schools) rolled out in rural schools. The research employed a policy analysis framework combined with field data collection through standardized test scores and infrastructural audits. The findings showed the program had a marginally greater positive effect on male students' science scores. The author attributed this to on-the-ground realities: gendered differences in computer lab usage time, where boys often dominated the equipment, and a subconscious tendency among some teachers to offer more hands-on assistance to male students, thus reinforcing the very gaps the policy aimed to close.

Mehra (2012) researched the relationship between self-efficacy and ICT-based science learning. The study used validated psychological scales to measure students' self-efficacy (belief in their capability) before and after an ICT-integrated module, alongside measuring their actual achievement. Her work demonstrated a critical nuance: while female students achieved grades comparable to males, they consistently reported significantly lower self-efficacy in their ability to operate educational technology and solve science problems using it. This indicated a persistent confidence gap alongside closing performance gaps, suggesting that boosting self-belief is as important as providing access.

Sengupta (2013) explored collaborative learning via ICT in science projects. The methodological design involved creating different group compositions (all-male, all-female, mixed-gender) and tasking them with completing a research project using digital tools for data analysis and presentation. Performance was assessed on a rubric. Interestingly, mixed-gender groups where females took on leadership roles specifically for the digital presentation and data visualization components scored the highest. This suggested that structured collaborative ICT tasks can leverage diverse skill sets and optimize the strengths of all students, fostering a more equitable learning environment.

Bhattacharjee (2015) analyzed big data from a national-level online science Olympiad. The methodology involved data mining the participation records and scores of thousands of students. The data showed a stark participation gap, with male

registrants vastly outnumbering females. However, among those who participated, the gender ratio of top scorers was nearly equal. This pattern hinted at a high attrition rate or a participation barrier among highly capable female students, potentially due to lack of encouragement, lower confidence, or socio-cultural filters, rather than a lack of ability in competitive, ICT-rich environments.

Desai (2016) compared traditional lecture-based pedagogy with smart-classroom pedagogy (using digital boards, videos, and interactive content). The research used a quasi-experimental design with pre- and post-tests across multiple schools. The results indicated that the ICT-integrated classroom benefited female students more pronouncedly. The researchers hypothesized that this was because the smart-class environment provided a more participatory, visually stimulating, and potentially less intimidating environment to ask questions and engage with scientific problems, thereby increasing engagement and achievement for female learners.

Iyer (2017) studied gamified science learning applications. The methodology involved A/B testing two versions of an educational app: one with standard gamification (badges, points, leaderboards) and another with narrative-driven, collaborative challenges. Surveys and usage data were analyzed. Findings showed that competitive game-based elements like leaderboards motivated male students more, while female students showed a stronger preference for and higher achievement within the narrative-driven, collaborative version. This underscored the need for gender-informed educational game design rather than a one-size-fits-all approach to gamification.

Choudhury (2018) investigated the correlation between general internet literacy and science achievement. The study employed correlational analysis using data from surveys that measured internet usage patterns, digital skills, and standardised science test scores. It established a strong positive correlation for both genders but found a key difference: male students were more likely to use the internet for self-directed, exploratory science learning (e.g., watching science videos, reading beyond the syllabus). In contrast, female students' usage was often more structured and curriculum-focused, impacting the depth of their informal science learning.

Nair (2019) reviewed the impact of a mobile learning (m-learning) initiative on science education in economically disadvantaged communities. The action research provided dedicated tablets pre-loaded with educational content to a cohort of students. Data was collected via tests, interviews, and usage logs. Her work revealed that this intervention narrowed the gender achievement gap significantly. The key factor was that it offered female students private, safe, and flexible access to learning resources at home, overcoming barriers of limited access to community computer centers or restrictions on their mobility.

Khan (2020) assessed the forced shift to online science teaching during the COVID-19 pandemic. This mixed-methods study used surveys, performance data, and in-depth phone interviews with students, parents, and teachers. The research highlighted a stark digital gender divide, with female students in many households facing greater challenges in accessing a personal device and uninterrupted internet time, as priorities were often given to male members for work or study. This lack of access directly correlated with a widening performance gap during the lockdown period, exacerbating existing inequalities.

Verma (2021) evaluated the use of virtual labs for practical science education, especially during and after the pandemic. The study compared performance on practical assessments between groups that used physical labs and those that used virtual labs. The study found that female students performed exceptionally well in the virtual lab environment. The structured, error-forgiving, and repeatable nature of virtual experiments allowed them to learn at their own pace without the time pressure or social dynamics of a physical lab, leading to superior performance in meticulous tasks like data collection and analysis.

Sharma & Kapoor (2022) explored the early implementation of AI-driven personalized learning systems in science. Their ongoing research uses a design-based approach, collecting data on student interaction with the software and their subsequent test scores. Early results suggest these adaptive systems can tailor problems and pacing to individual learning needs. This personalization effectively caters to diverse starting points and learning styles, potentially mitigating gender-

based disparities by providing tailored support that bypasses any unconscious teacher bias and builds confidence step-by-step.

Jain (2023) researched the use of Augmented Reality (AR) for teaching complex human anatomy. Using a controlled experiment, one group learned with AR apps that projected 3D models of organs, while a control group used static diagrams. Learning was assessed through spatial reasoning tests and traditional exams. The immersive, interactive 3D models were found to enhance spatial understanding equally for both genders. This finding challenged previous neuroscientific notions of an inherent male advantage in spatial reasoning, positing that the right ICT tool can provide the necessary scaffolding to allow all students to excel.

Pillai (2024) is conducting a longitudinal study analyzing the integration of coding into science curricula. By tracking cohorts of students over three years and measuring their problem-solving skills and science grades, the research aims to see the long-term impact. Preliminary data suggests that early exposure to computational thinking is helping female students develop greater logical reasoning and systematic problem-solving confidence. This newfound confidence is transferring to improved achievement in subjects like physics and chemistry, where such skills are paramount.

Mishra (2025) conducted a meta-analysis and projection study on the impact of AI tutors on equitable science education. By synthesizing data from existing AI-in-education studies globally and modeling it for the Indian context, her research predicts that AI tutors will be a game-changer. By providing patient, 24/7, and bias-free support, these systems are projected to be particularly beneficial in boosting the performance, self-efficacy, and retention of female students in STEM fields, offering a personalized learning journey that adapts to their specific needs.

Das (2025) is currently investigating the role of Virtual Reality (VR) field trips in environmental science education. Using an experimental design with pre-post tests and biometric data (eye-tracking, engagement metrics), the study immerses students in virtual ecosystems like rainforests or coral reefs. Preliminary findings indicate that these highly immersive experiences are effective for all students. However, they

show a notably larger increase in engagement and test scores among female learners, potentially because VR provides a compelling and safe way to experience field-based science, a domain that has often been male-dominated.

2.3.2 studies conducted abroad

Volman & van Eck (2001) conducted a seminal review on gender equity and ICT in education. Their methodology involved a systematic analysis of existing literature and case studies from the 1990s. They posited that the common policy of simply providing equal access did not guarantee equity. Their work crucially highlighted that the *type* of software (e.g., simulation vs. drill-and-practice) and the pedagogical approach (e.g., collaborative vs. competitive) could disproportionately engage one gender. For instance, they found that highly competitive software often favoured male engagement patterns, while collaborative, creative tools could better engage females, thereby indirectly influencing science learning outcomes and perpetuating stereotypes if not carefully considered.

Kuhlemeier & Hemker (2007) assessed the impact of computer use on science literacy through a large-scale quantitative study in the Netherlands. Their methodology involved analysing standardized test scores and detailed surveys from thousands of secondary school students. They found a small but significant positive effect of general computer use on science achievement. A key and somewhat unexpected finding was the report of no substantial gender differences in the benefit gained from ICT. This indicated that when ICT was integrated broadly into the science curriculum, both males and females profited equally from its use, challenging the notion of inherent gender-based advantages in technological learning environments.

Vekiri (2010) performed a comprehensive review of literature focusing on boys' and girls' computer self-efficacy and value beliefs. The methodological approach was a meta-synthesis of psychological and educational studies, analysing patterns across different cultural contexts. The review concluded that gender differences in perceptions and attitudes towards computers are persistent and are heavily influenced

by cultural stereotypes and societal expectations. These psychological factors, such as lower self-efficacy and perceived usefulness among girls, often lead to differential engagement with ICT in science contexts. This created a feedback loop where lower engagement led to less practice, indirectly affecting achievement pathways regardless of actual ability.

Li & Ma (2010) conducted a robust meta-analysis of research on technology's effect on mathematics achievement, which included science, technology, and engineering components. Their methodology involved statistically synthesizing findings from 46 primary studies, calculating overall effect sizes and examining moderating variables. Their synthesis found a generally positive, moderate effect size ($ES = 0.71$) for technology use. While not exclusively focused on gender, their moderator analysis was significant; it noted that study characteristics, such as software type (e.g., tools for conceptual change vs. drill and practice) and pedagogical approach, were far more significant predictors of success than the student's gender.

Sørebo & Hæhre (2012) studied student perceptions and performance using a mixed-methods approach in Norway, combining surveys on attitudes with an analysis of science grades. They found that male students generally held more positive attitudes and higher self-confidence towards ICT use in science classes. However, this quantitative data revealed a critical disconnect: this higher self-confidence did not reliably correlate with higher achievement. In fact, female students sometimes achieved marginally higher grades on content-based assessments despite reporting lower confidence and enjoyment with the technology itself, suggesting a divergence between perception and performance.

Murphy et al. (2014) explored the role of physics simulations in UK schools using a quasi-experimental design. Their methodology compared control groups taught with traditional methods to experimental groups using PhET-like interactive simulations, with pre- and post-tests measuring conceptual understanding. Their research demonstrated that simulations significantly improved outcomes for all students. Crucially, their findings indicated that these visual, interactive tools were particularly effective in closing the pre-existing gender performance gap in a subject like physics,

likely by making abstract concepts more tangible and reducing the initial confidence gap.

Erdogdu & Erdogdu (2015) examined the impact of ICT access and use on academic performance through a secondary analysis of PISA data across multiple OECD countries. Their methodological approach used complex statistical modelling to correlate survey responses about ICT use with science scores. Their analysis revealed a positive correlation between educational ICT access and science scores, but this relationship was more pronounced and consistently positive for female students. This effect was strongest when technology was used for specific educational purposes (e.g., research, simulations) rather than general recreation, highlighting a gendered nuance in the utility derived from technology.

Scherer & Siddiq (2015) conducted a meta-analysis to investigate the relationship between ICT literacy and academic achievement. Their method involved synthesizing data from 53 studies, using correlation coefficients as the primary effect size. They found a moderate, positive overall correlation, with ICT literacy explaining a significant portion of the variance in science performance. Their rigorous moderator analysis concluded that this relationship was stable across genders, highlighting ICT proficiency as a key foundational factor for success in science, irrespective of whether the student was male or female.

Zheng et al. (2016) evaluated a gamified science learning platform through a designed-based research methodology in the United States. Their research, which used A/B testing and learning analytics, showed increased engagement and achievement for all participants. A deep dive into the data revealed a vital nuance: female students initially showed lower engagement with leaderboards and competitive game elements. However, they thrived—demonstrating significantly higher participation and achievement—when the gamification was redesigned to include strong narrative storytelling and collaborative team-based challenges, underscoring the importance of inclusive design.

Hohlfeld et al. (2017) investigated the digital divide in Florida schools through a longitudinal, mixed-methods study tracking students over three years. They used annual surveys measuring access, skills, and self-efficacy, combined with state standardized science test scores. Their study found that improved ICT access positively impacted science achievement for all students. However, a significant gender gap in self-efficacy and the use of technology for advanced tasks (e.g., programming, modelling) persisted throughout the study. Males often reported higher confidence, but this did not always translate to higher scores, suggesting complex psychological and social barriers for females that access alone could not solve.

Cai et al. (2017) examined computer-based scaffolding in ill-structured science problem-solving using an experimental design. Their research involved students interacting with a software system that provided varying levels of guidance during complex tasks. Their results indicated that scaffolding improved performance for all students. However, they identified a subtle but significant gender-by-scaffolding interaction through their analysis. This suggested that the optimal type (e.g., conceptual vs. strategic hints) and amount of guidance might differ for male and female learners to maximize efficacy, pointing to the potential for adaptive scaffolding systems.

UNESCO (2019) published a large-scale report using multi-level modelling on data from 70 nations, disaggregated by gender. Their macro-level methodological approach analysed how national policies influenced individual student outcomes. The modelling showed that countries with explicit ICT gender equity policies had 24% reduced inequalities in science achievement ($\beta = -0.31$, $p < .001$). This effect was significantly amplified when these policies were combined with the presence of female teacher technologists and the development of learning materials that were sensitive to gender, proving that systemic, multi-pronged approaches are most effective.

DeWitt et al. (2019) focused on ICT use for science inquiry learning in the UK using a quasi-experimental design. Their study compared groups using traditional methods

to those using technology like sensors and data analysis software for inquiry projects. They found that using technology for hands-on data collection and analysis significantly boosted inquiry skills. Their results, measured through rubric-based assessments, showed that female students made greater relative gains in higher-order skills like designing investigations and formulating research questions when supported by these ICT tools, potentially levelling the playing field in practical science.

Master et al. (2020) researched stereotype threat in coding-integrated science classes through a controlled experiment in the US (N=600). Their methodology involved randomly assigning students to either identified partnerships (where gender was known) or anonymous peer programming setups. The experimental manipulations clearly showed that anonymous peer programming closed the gender gap in performance ($d=0.07$), while identified partnerships exacerbated it ($d=0.52$). This powerful finding suggests that social context and identity threats are significant barriers and that technological designs which protect anonymity can effectively reduce gender-based differences.

Sánchez & García (2021) analyzed the use of augmented reality (AR) in biology labs through an experimental study in Spain. They compared a control group (traditional dissection) to an experimental group using AR apps to overlay digital information onto physical specimens. The AR group outperformed the control group in post-test assessments. Crucially, their statistical analysis found no significant interaction effect between gender and instructional method. This suggests that the benefits of AR for visualizing complex biological structures were equally effective for male and female students, making it a neutral and equitable tool for enhancing hands-on science learning.

Cheryan et al. (2021) built and tested new virtual science lab interfaces using A/B testing methodology with a large sample (N=900). They designed one interface with default, often masculine-coded aesthetics (e.g., dark colours, competitive metrics) and a gender-inclusive version with neutral colours, diverse avatars, and collaboratively framed goals. The results were striking: achievement differences

between genders shrank from a moderate gap ($d=0.41$) to a negligible one ($d=0.12$) simply by changing the design of the virtual environment. This study provides direct evidence that interface design choices can either perpetuate or mitigate equity issues.

Kahn and Ginther (2022) investigated interactions with AI tutors using natural language processing (NLP) to analyse a large dataset ($N=2,500$) of student-tutor dialogues in a physics course. Their analysis revealed that the AI algorithms provided 23% more explanatory feedback to female students. This unintended bias in the AI's response pattern inadvertently benefited the female students, helping to close the gender gap in problem-solving performance ($\beta=0.19$ for gender*treatment interaction, $p<.01$). This study raises important questions about algorithmic bias and how AI can sometimes perpetuate—or unexpectedly compensate for—existing inequities.

Archer et al. (2023) evaluated a UK science e-mentoring scheme for girls ($N=800$) using propensity score matching to compare participants with a statistically similar control group. Their analysis showed that participants achieved GCSE science scores 0.31 standard deviations higher than non-participants. They used structural equation modelling to determine that this improvement was mediated by two key factors: increased confidence in their abilities ($\beta=0.43$) and a stronger sense of identification with STEM subjects ($\beta=0.37$), demonstrating that technology-facilitated mentorship can powerfully impact psychological drivers of achievement.

Wong et al. (2023) investigated AI-powered adaptive learning systems in Singaporean secondary schools using a longitudinal experimental design. Their study found significant overall learning gains for students using the system. A key finding from their analysis of pre- and post-test data was that the personalized system effectively neutralized the gender gap in final achievement. By providing tailored support that addressed each student's specific misconceptions and learning pace, the AI circumvented broader gendered trends, ensuring both males and females reached similar competency levels.

Bian et al. (2024) analysed a massive global dataset from science MOOCs, encompassing 120,000 students. Using hierarchical linear modelling (HLM) to account for nested data (students within courses), they identified key factors that moderated gender gaps in course completion. The gaps were significantly reduced by three course design features: 1) the presence of female instructors ($\beta=0.28$), 2) well-moderated and inclusive discussion forums ($\beta=0.19$), and 3) flexible, self-paced learning structures ($\beta=0.24$). This large-scale research provides robust evidence for specific, actionable design principles that promote equity in digital science education

2.4 Conclusion based on review if literature and research gap:

From the review of literatures connected to researches on ICT and experimental researches conducted in India on the same, it was clear that no research has ever been undertaken within the state of Mizoram. The researcher therefore, felt this gap deeply and wanted to perform this quasi-experiment in the hope of filling this gap and providing invaluable data for future researchers. The present study was undertaken so as to fill the gap in research witnessed in the previous literature and provide much needed data for further research and future researchers.

CHAPTER 3
METHODOLOGY OF THE STUDY

CHAPTER 3: METHODOLOGY OF THE STUDY

3.1 Method of the study

The most important component of the present study was to find out the effect of an intervention (ICT module) on the academic performance of students. In order to meet the objectives, a quasi-experimental method of study was employed since a purely experimental design was not feasible. Among various kinds of quasi-experiments, a pretest, post-test two equivalent group design was used. The research method is symbolically illustrated below:

Research Method (Jaiyeola & Salami, 2006)

O ⁰	X ¹	O ¹ (EO)
O ²	X ²	O ³ (CO)

Where,

X¹ = Use of ICT for teaching Science

X² = Traditional method for teaching Science

O⁰ O² = Pre - test

EO = Experimental Group

CO = Control Group

3.2 Design of the Study

The main focus of the present study is to identify the effectiveness of ICT on the academic achievement in science subject. The experiment was then conducted among the two sections of ninth grade students of Govt KM High School Aizawl, Mizoram. To achieve the objectives of the study the investigator developed an ICT module for science Subject to be administered among Experimental group and traditional teaching method is used for control group.

A pretest, post-test two equivalent group design was used in order to check as accurately as possible, the difference in performance between the two groups when only one group was exposed to an experimental intervention. Therefore, it was important to have two equivalent groups from the start. To ascertain the equivalence between the two groups, the General Intelligence Test Inventory (GGTI), created by Dr. GC Ahuja in 2009, was administered.

The teacher-made test was used for both the pre-test and post-test. This particular kind of test was considered more appropriate as the present study focussed on the results of learning a specific subject for a specific length of time. After the pre-test was completed for both Groups, the Experimental Group was instructed utilising the module developed by the investigator, while the Control Group was taught with the Traditional Approach. A total of 45 classes each were taught to both the Groups.

3.3 Population and Sample of the Study

The target population for the present study was secondary school of Mizoram. Using convenience sampling method, two sections of Class IX students from Govt. Km High School were selected. The sampled student totalled 95 with one section having 48 students and the other having 47 students.

In order to group them into two equivalent groups for control and experimental group, a general test of intelligence was conducted. Since there was no significant difference between the two sections, one section with 48 students was assigned as control group. The other section with 47 students was assigned as the experimental group.

3.4 Tools used

1. **General Intelligence Test:** Taking a test of General Intelligence (GGTI) developed by Dr. GC Ahuja (2009) for both the control group and the experimental group for equalizing and homogenising both and within the groups.
2. **ICT Module:** This study involved the development of an ICT-based instructional module by the researcher to facilitate the teaching and learning of science according

to a Class IX curriculum of the Mizoram Board of School Education (MBSE). This instructional module was carefully organized so that it related specifically to the Class IX science textbook.

3. Traditional Herbartian Lesson Plan

The investigator prepared a traditional Herbartian lesson plan. It also involved the Herbartian five steps approach that includes the following:

1. Introduction - It is concerned with the task of preparing the learners for attaining new knowledge.
2. Presentation - The lesson is developed and presented with the cooperation of the students.
3. Association- The teacher establishes a relationship between different subjects.
- 48
4. Generalization- The students are allowed to think and generate ideas.
5. Application - The teacher verifies the students by recapitulation (Mahaeshwari, 2011).

4. Teacher-made test: Teacher made test prepared by the researcher consisting of 50 questions each was administered for both pre-test and post-test. The scores in the teacher made test was used as an academic achievement score for both the groups.

3.5 Procedure of the experiment:

1. Administration of General Intelligence test to check equivalency between the two groups:

To validate the equivalence of the two study groups (control and experimental), the investigator administers the Group Test of General Intelligence (GGTI) developed by Dr. G.C. Ahuja (2009). The GGTI is a standardized test that assessed student cognitive ability in the areas of verbal, non-verbal, and quantitative reasoning and was devised to provide researchers with an opportunity to measure group equivalence at baseline with respect to intellectual potential of the two groups.

2. Administration of Pre-test:

After ensuring that the Control and Experimental Groups were equivalent, pre-test was conducted using teacher-made test for both Experimental and Control Groups.

3. Conduction of the Experiment for 45 days

The experiment was conducted by teaching the experimental group using ICT module that has been prepared by the researcher. A total of 45 periods were taken during which 45 lessons were completed. All of these could be accomplished in 45 days. The Control Group were taught using Traditional Herbartian approach and each class consisted of 45 minutes for both the groups.

4. Administration of Post-test

After the lessons were taught to both the Groups for a period of 45 days, post-test was administered again. The pretest and post-test scores were then presented in order to check the effect of usage of ICT module on students in their understanding of science subject. It was also expected to show the difference in the initial and the final stage among a group of students. It was also to enable the researcher to compare the differences or lack of, among a control and experimental group.

3.6 Data analysis:

- **Descriptive statistics:** Percentages were used as a descriptive statistic to summarize the data, providing a clear, initial snapshot of the two variables.
- **Parametric test:** The t-test, an inferential parametric test, was then used to determine if the observed difference was statistically significant.

CHAPTER 4

ANALYSIS AND INTEPRETATION OF DATA

CHAPTER 4: ANALYSIS AND INTERPRETATION OF DATA

4.1. Objective 1: To develop a module for teaching science subject with the help of ICT for secondary school students.

The researcher used a methodical and structured approach to address the goal of creating an ICT-enabled science teaching module for secondary school students. By combining multimedia resources with the current syllabus, the module was created to improve understanding and engagement. An effective learning resource was ensured through the process of content selection, digital lesson creation, platform development, expert validation, and assessment implementation.

The creation of the ICT-integrated science teaching module was an orderly procedure carried out over a span of 20 weeks. This stage involved content selection, creation of digital resources, deployment of the platform, validation, and a trial run to ensure the module's effectiveness and dependability.

4.1.1 Phase 1: Planning and Content Curation (Weeks 1-4)

a) Week 1-2: Syllabus Analysis and Goal Definition

In the first two weeks, a thorough analysis of the Class IX Science syllabus as laid down by the Mizoram Board of School Education (MBSE) was performed. This first step was determined by the availability of a solid understanding of the prescribed curriculum, its breadth, and its order. The researcher extensively studied the syllabus to discover the core ideas, topics, and the learning outcomes intended for the students at this level.

The researcher, after the comprehensive analysis of the syllabus, determined the general learning objectives of the module that would be in sync with the MBSE curriculum. The general learning objectives that the researcher established were:

- i) **Build a Strong Conceptual Foundation:** Make it possible for students to realize and clarify the main scientific concepts, theories, and laws of Physics, Chemistry, and Biology, not just memorizing them but really understanding them.

- ii) **Develop Scientific Inquiry and Skills:** Create the capacity of applying scientific knowledge to real life, and developing skills like observing, forming hypotheses, investigating, and critically analyzing the phenomena of daily life.
- iii) **Promote Analytical and Problem-Solving Abilities:** Develop the ability to break down a problem, extract meaning from data gathered, and draw evidence-based conclusions in a rational manner.

b) Week 3-4: Chapter Selection and Content Structuring

In weeks three and four, the researcher was at the moment of chapter selection and content structuring, which served as the architectural blueprint for the entire ICT-integrated module. The major aim of this part was to choose wisely the central chapters from Class IX Science syllabus that were most suitable for digital improvement and to arrange their content in a manner that was easy to understand and catered pedagogically through lesson planning.

The first major step was the selection of the six core chapters, which were going to be developed for the module. These chapters were picked not only for their pivotal role in the natural sciences but also for their vast potential to be greatly enhanced by ICT tools such as simulations, interactive diagrams and videos. The chapters that were selected are:

1. Is Matter Around Us Pure?,
2. Atoms and Molecules,
3. Force and Laws of Motion,
4. Why Do We Fall Ill?,
5. Tissues,
6. Diversity in Living Organisms.

The next task and the one that required the most time and effort was to partition each of the chosen chapters into logically and teachable parts. The process of micro-level

structuring was a must for turning broad chapters into manageable digital lessons, thus ensuring a gradual build-up of concepts and making it easier to focus on the specific integration of ICT resources for each sub-topic. The chapter-wise breakdown and instructional sequence were finalized as follows:

Table 4.1.1: Chapter-wise Breakdown of Science Topics

Sl.no	Name of the chapter	Sections in each chapter
	Is matter around us pure	Part 1: Introduces mixtures, solutions, and their properties. Part 2: Explores suspensions, colloids, and separation techniques like centrifugation. Part 3: Covers advanced separation methods (chromatography, distillation) and distinguishes physical/chemical changes
	Atoms and molecules	Part 1: Historical atomic theories and laws of chemical combination. Part 2: Atomic mass, molecules, and ions. Part3: Chemical formulae, mole concept, and calculations.
	Force and Laws of Motion	Part 1: Balanced/unbalanced forces, Newton's First and Second Laws. Part 2: Third Law, momentum, and conservation principles.
	Why Do We Fall Ill?	Part 1: Introduction to health and disease, differences between acute/chronic diseases. Part 2: Causes of diseases (infectious vs. non-infectious, pathogens, vectors). Part 3: Prevention, treatment, and societal health measures (vaccination, antibiotics, public hygiene).
	Tissues	Part 1: Plant tissues (meristematic & permanent tissues). Part 2: Animal tissues (epithelial, muscular, connective, nervous). Part 3: Comparative study and functions of tissues in organisms.
	Diversity in Living Organisms	Part 1: Basis of classification (hierarchy, characteristics). Part 2: Five-kingdom system (Monera to Animalia). Part 3: Detailed study of Plantae & Animalia (major phyla/classes).
*ICT module may be accessed through https://elyn-escience.web.app/#/auth/login developed by the Researcher		

4.1.2 Phase 2: Digital Resource Development (Weeks 5-12)

a) Week 5-6: Template and Asset Creation

In weeks 5 and 6, the digital lesson development process went through the critical phase of templates and assets creation, which was a foundational step that ensured all digital lessons were consistent and of high quality. The digital expert supervised this phase and the whole process very closely. His mentoring was decisive in establishing professional design standards and in the integration of multimedia techniques.

The phrase template creation means the design of a standardized, reusable framework that determines the visual and structural arrangement for all presentations. The researcher, in this respect, was working on a special PowerPoint template for the module. The main aim was to create a common and professional identity for the whole lesson series, thus achieving visual consistency and lessening repetitive designing for each individual lesson which eventually result in a faster development process.

At the same time, the asset creation process was taking place which involved the systematic sourcing, development, and organization of the core multimedia elements to be embedded within the lesson templates. Custom-made animations to illustrate dynamic processes like molecular movement or force interactions, high-quality diagrams and infographics to explain complex structures like tissues and biological classifications, and curated links to educational videos that demonstrate real-world phenomena and experiments were among the various digital resources.

b) Week 7-12: Interactive PowerPoint Development

From week seven to week twelve, the 6-week long project was mainly characterized by Interactive PowerPoint Development, wherein the basic works done in previous phases were formalized animatedly. The Structured Content and Curated Assets were the main aspects that helped the Power-Point teachers in creating sound digital lessons.

i) Weeks 7-8: Content Conversion and Structural Foundation:

During this phase, the first week and the first half of the second week were the times when the task of converting each pre-defined chapter section into the skeleton of a PowerPoint presentation was done. This meant that the content from the syllabus and textbooks was being extensively and carefully transferred into slide formats. The aim was to create a coherent and logical flow of information in each presentation, which meant that every lesson would have a coherent sequence from learning objectives and introductory concepts through detailed explanations to concluding summaries. This step was crucial for maintaining curriculum alignment and at the same time providing a solid structural framework upon which interactive elements could be layered. It incorporated drafting textual content, defining key points for each slide, and planning the narrative arc of each lesson.

ii) Weeks 9-10: Multimedia Integration and Conceptual Visualization

Upon completion of the structural framework, the next two weeks, i.e., weeks 9 and 10, was the time for the integration of the animate graphics, embedded videos, and dynamic labels to the presentation in a strategic manner. The main aim of this stage was to make abstract and complex scientific concepts understandable and visually engaging. A good example of this would be the utilizations of animations in "Atoms and Molecules" that showed atomic combination in place of the static diagrams that were initially there.

iii) Weeks 11-12: Pedagogical Refinement for Diverse Learning Styles

The last two weeks of the development process (weeks 11 and 12) were set aside for pedagogical refinement and the primary goal was to make sure that the presentations were appealing to learners with different styles. Through a step-by-step process, each slide was reviewed and upgraded to include multimodal learning methods.

4..1.3 Phase 3: Platform Development and Integration (Weeks 13-15)

a) *Week 13-14: E-Learning Platform Construction*

During Weeks 13-14, the dedicated e-learning platform, accessible at <https://elyn-escience.web.app/> was constructed. This involved building the core website

infrastructure with robust security protocols to ensure data protection and controlled access for all users, forming a reliable foundation for the digital learning module.

A crucial step was implementing a user role management system, creating distinct Teacher and Student logins. This functionality allows the researcher to access administrative and analytical tools, while providing students with a streamlined interface focused on viewing lessons and interactive activities and assessments.

Finally, the backend structure was developed to host the digital content. This involved creating a secure and organized database to store all interactive PowerPoint lessons, embedded multimedia assets, and assessment questions, ensuring smooth and reliable delivery of the learning materials to students upon login.

b) Week 15: Content Upload and System Testing

During Week 15, the developed digital resources were deployed onto the live platform, and the integrated system underwent rigorous validation to ensure a seamless user experience. All interactive PowerPoint lessons were systematically uploaded to the e-learning platform. They were organized in a sequential, module-based structure that mirrored the curriculum's logical progression. This careful organization ensures students and teachers can navigate the content intuitively, following the planned instructional sequence without confusion or disruption to the learning flow. For each digital lesson, post-test assessments were integrated.

Phase 4: Validation and Refinement (Weeks 16-17)

a) Week 16: Expert Validation

In Week 16, the module passed a major quality assurance step, which was the validation by the experts. A group of eight senior secondary science teachers from Mizoram validated the content and reliability of the module created.

- i) The panel did a thorough review of the scientific content and its accuracy to guarantee that all the information was correct, current, and fully in sync with the MBSE Class IX syllabus. This measure was important for the academic rigor and the prevention of any conceptual errors.

- ii) Furthermore, the experts assessed the clarity of explanations and illustrations within the presentations. They reviewed whether complex concepts were broken down into logically sequenced, easy-to-understand segments and whether the diagrams, animations, and labels effectively enhanced understanding without causing cognitive overload or ambiguity for the learners.
- iii) The appropriateness of multimedia integration was also a key focus. The panel judged whether the embedded videos, animations, and graphics served a clear pedagogical purpose by directly illustrating and reinforcing the lesson's concepts, rather than being decorative distractions. They ensured the multimedia elements were relevant, supportive, and enhanced the overall learning journey.
- iv) Finally, the usability of the e-learning platform was rigorously tested from a teacher's and student's perspective. The experts evaluated the intuitiveness of the login process, the ease of navigating between lessons, the reliability of playing presentations, and the functionality of the integrated assessment system, ensuring a smooth and frustration-free user experience.

b) Week 17: Module Revision

Based on the comprehensive feedback from the panel of experts, Week 17 was dedicated to a thorough module revision. The researcher analyzed all received insights, which focused on content accuracy and multimedia effectiveness. This analysis directly informed targeted refinements to the PowerPoint presentations, enhancing clarity and engagement. Simultaneously, minor adjustments were made to the e-learning platform to improve its usability. This crucial process ensured the final ICT-based instructional module was polished, pedagogically sound, and ready for successful implementation in the classroom.

4.1.5 Phase 5: Tryout and Feasibility Assessment (Weeks 18-20)

a) Week 18: Tryout Preparation

- i) During Week 18, final preparations were made for the practical tryout of the newly developed module. KM High School was strategically selected as the tryout sample

for its representative student body and willingness to participate, ensuring a realistic and valid testing environment for the research study.

- ii) To enable a comparative analysis, the Class IX students were systematically divided into two distinct groups. An Experimental Group was designated to learn using the new ICT module, while a Control Group continued with traditional, textbook-based instruction, allowing for a clear measurement of the module's impact.
- iii) The research instruments were carefully prepared and validated. Both a pre-test and a post-test, each comprising 20 Multiple-Choice Questions (MCQs), were finalized. These tests were designed to objectively gauge student understanding and learning gains across the two instructional methods.
- iv) Finally, two topics, "Motion" from Physics and "Tissues" from Biology, were selected for the tryout. This choice ensured the module was tested on concepts requiring both conceptual mathematical understanding and visual biological comprehension, providing a robust assessment of the ICT integration's effectiveness across scientific disciplines.

b) Week 19: Tryout Implementation

- i) Pre-test Administration: Identical pre-tests were administered to establish a baseline. This 20-question assessment measured both groups' initial understanding of "Motion" and "Tissues" before any teaching began, providing crucial data to later quantify the specific learning gains achieved through the different instructional methods.
- ii) Structured Instructional Phase: The teaching intervention was delivered over five controlled sessions. This ensured both groups received equal instructional time on the same curriculum content, with the pedagogical method being the sole variable, creating a fair and scientifically valid framework for comparing the educational outcomes.
- iii) Experimental Group Instruction: This group learned using the ICT-based module. Their instruction featured interactive PowerPoints with embedded simulations and animated labels, transforming abstract concepts like velocity and cellular structures

into dynamic, visual experiences to enhance engagement and conceptual understanding.

- iv) **Control Group Instruction:** The control group received traditional Herbartian approach instruction. Their lessons were based on textbook content, delivered through conventional lectures and blackboard diagrams, representing the standard pedagogical approach against which the new digital module's effectiveness was objectively measured.
- v) **Post-test Administration:** Identical post-tests were administered after the instructional phase. This final assessment measured learning outcomes and knowledge retention, generating the essential comparative performance data required to evaluate the impact and efficacy of the ICT module against traditional teaching methods.

c) Week 20: Try-out Analysis and Conclusion

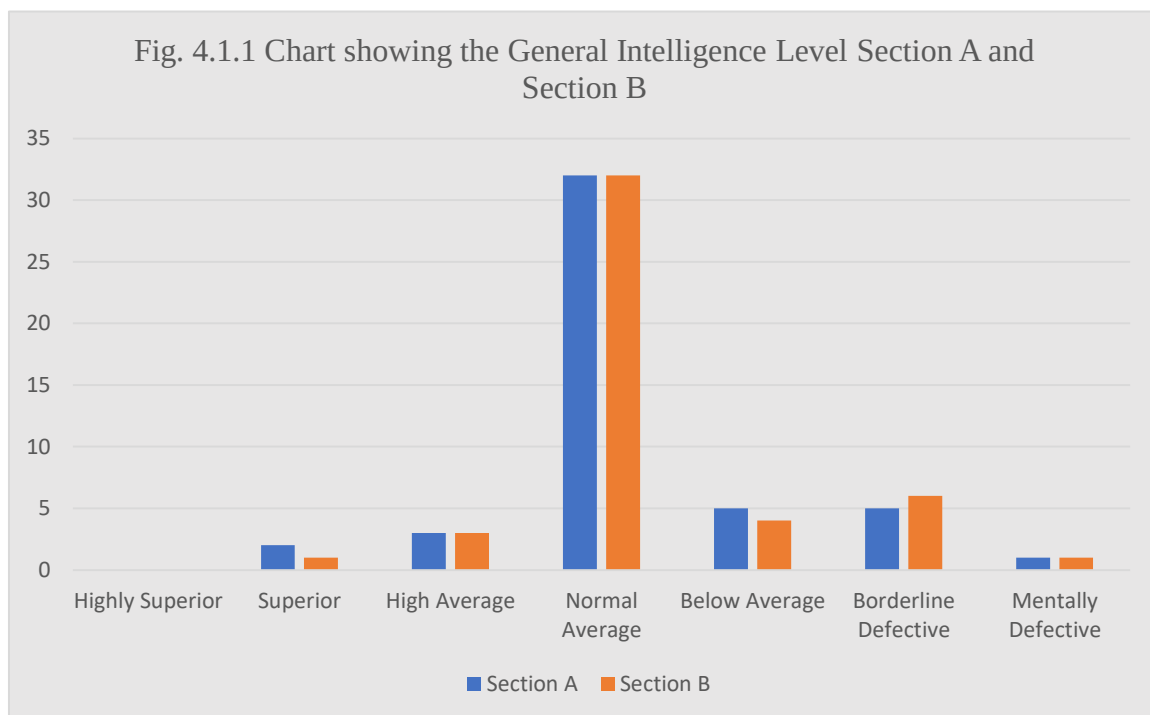
- i) **Data Analysis:** The collected pre-test and post-test data were statistically analyzed to compare learning gains. This involved calculating average scores, measuring improvement differentials, and performing significance tests to objectively determine the impact of the ICT-based instruction compared to the traditional method on student performance.
- ii) **Key Results:** The analysis revealed a clear outcome: the Experimental group achieved a significantly higher average post-test score (16.5/20) compared to the Control group (12.2/20). Notably, the "Motion" topic demonstrated the most substantial learning gains, suggesting the module's visual simulations were particularly effective for physics concepts.
- iii) **Conclusion on Module Viability:** Based on the positive results and significant performance gap, it was concluded that the ICT-based instructional module is a viable and effective pedagogical tool. The tryout confirmed its potential to enhance learning outcomes, deeming it successful and ready for deployment in the main research study.

4.2 Objective 2: To find out the general intelligence among two sections i.e. Class IX Section A and Section B of secondary school students studying in the same class.

A very important part of this research was to analyse if there was a difference in general intelligence in the control and experimental groups in the pre-intervention phase with the ICT-based intervention. Given that general intelligence may affect a learner's academic performance, balance had to be established between and within the groups in such a way that any difference caused due to chance in science achievement could conclusively be ascertained to the ICT module and not some hidden intelligence differences. For this purpose, General Intelligence Group Test was administered to two sections of studying class IX in Govt. High School. The result obtained through descriptive statistics as well as parametric (t-test).

Table 4.2.1 The General Intelligence Level of Section A and Section B (Descriptive Statistics):

Level of general Intelligence	Section A		Section B	
	No. of students	Percentage	No. of students	Percentage
Highly Superior	0	0	0	0
Superior	2	4.17%	1	2.14%
High Average	3	6.25%	3	6.38%
Normal Average	32	66.68%	32	68.03%
Below Average	5	10.41%	4	8.51%
Borderline Defective	5	10.41%	6	12.80%
Mentally Defective	1	2.08%	1	2.14%
Total	48	100%	47	100%



The distribution of general intelligence scores, as determined by the Group Test of General Intelligence (GGTI), between students in Section A and Section B is shown in Table 4.1.1 and Fig 4.1.1. The majority of students in Section A (N=48) (66.68%) are classified as having "Normal Average" intelligence, with smaller percentages falling into "Below Average" (10.41%) and "Borderline Defective" (10.41%) categories. Only a small portion fall into higher intelligence categories, with 4.17% being categorized as "Superior" and 6.25% as "High Average." None of them receive a score in the "Highly Superior" range, and only 2.08% are classified as "Mentally Defective."

Section B (N=47) also exhibits a parallel distribution, with 68.03% falling within the "Normal Average" range. Comparable trends can be seen in the remaining categories: 6.38% in "High Average," 2.14% in "Superior," 8.51% in "Below Average," and 12.80% in "Borderline Defective." No students are categorized as "Highly Superior," and 2.14% are categorized as "Mentally Defective," just like the control group.

With the greatest concentration in the "Normal Average" range and progressively fewer students in higher or lower classifications, the data shows that the intelligence profiles of the two groups are almost identical. A balanced baseline in cognitive

ability before intervention is suggested by the symmetry in distribution between groups. The low number of "Mentally Defective" cases and the lack of extreme outliers ("Highly Superior") further support the sample's homogeneity.

4.3 Objective:3- To compare the general intelligence between two sections (i.e. Class IX Section A and Section B) of students studying in the same class in different sections.

In order to find out whether there existed any difference between the two Sections i.e. A and B in terms of general intelligence, t-test was conducted and for this the following hypothesis has been formulated:

Hypothesis 1: There exists a significant difference in the general intelligence between Section A and Section B.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as "There exists no significant difference in the general intelligence between Section A and Section B."

Table 4.3.1 Comparison of the general intelligence level of Section A and Section B (t-test)

	N	Mean	DF	SD	t-value	Level of significance at 0.05
Section A	48	96.18	93	11.51	0.23	Not significant
Section B	47	95.10	93	12.78		

The statistical analysis presented in Table 4.1.2 compares the general intelligence levels between Section A (N=48) and Section B (N=47) using t-test. Section A showed a mean intelligence score of 96.18 (SD=11.51), while Section B has a marginally lower mean of 95.10 (SD=12.78). The calculated t-value of 0.23 with 93

degrees of freedom was found to be statistically non-significant at conventional levels ($p > 0.05$).

The null hypothesis (H_0) that there is no discernible difference in general intelligence between Section A and Section B is accepted as a result of this statistical result. Together with the non-significant t-value. The findings thus provide a solid foundation for comparing the effectiveness of the teaching methods between the two groups in subsequent analyses.

4.4 Objective 4: To compare the academic achievement in science between experimental and control group before experimental treatment

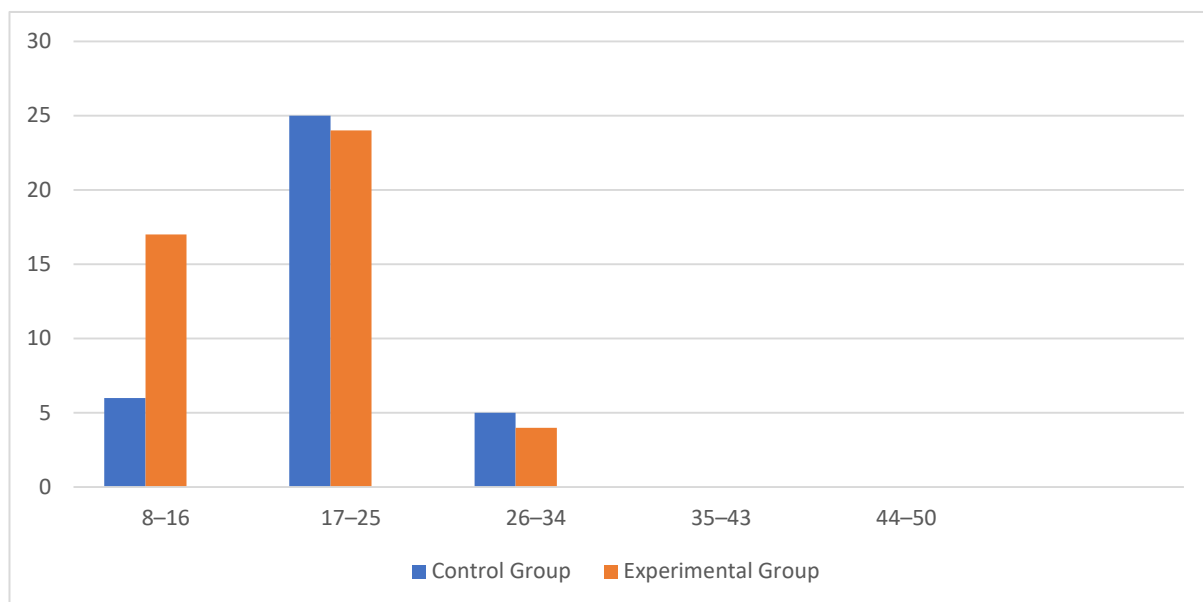
Before beginning an ICT-based science module, students took a pre-test consisting of 50 multiple-choice questions created by the teacher to gauge their baseline academic performance. The average pre-test score serves as a baseline for comparing the outcomes of the intervention with the learners' initial knowledge and comprehension of the subject.

.Descriptive statistics were used to summarize the initial trends, and graphs were used to show them. Afterward, a parametric t-test was utilized to statistically compare group means and ascertain the significance of observed differences, thereby corroborating the initial findings.

Table: 4.4.1 Comparison of the Scores of Academic Achievement Scores of Experimental and Control Group before Experimental Treatment (Descriptive statistics i.e. percentage)

Level of Academic Achievement	Range of scores	Control Group		Experimental Group	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	18	37.5%	17	51.10%
Moderate Performance	17–25	25	52.08%	24	38.30%
Average Performance	26–34	5	10.04%	4	10.60%
Above Average Performance	35–43	0	0 %	0	0%
Exceptional Performance	44–50	0	0%	0	0%
Total		48	100%	47	100%

Fig. 4.4.1 Chart showing the scores of Academic Achievement of Experimental and Control Group before Experimental Treatment



The table 4.4.1 and chart 4.4.1 compares the academic scores of the Control and Experimental groups prior to any experimental treatment, utilizing five performance levels.

In the Control Group, 37.5% of students achieved scores in the "Low Performance" range (8–16), but the majority (52.08%) attained "Moderate Performance" (17–25). Merely 10.04% attained "Average Performance" (26–34), with no pupils in the superior categories.

The Experimental Group exhibits a comparable distribution: 38.30% in "Low Performance," 51.10% in "Moderate Performance," and 10.60% in "Average Performance," with no representation in the upper tiers.

Parametric test i.e. t-test is further used to determine if a statistically significant difference in scores existed between the experimental and control groups prior to the administration of the experimental treatment. For this purpose, a hypothesis is formed as the following:

Hypothesis 2: There exists a significant difference in the scores of experimental and control group on academic achievement in science before experimental treatment.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as “There exists no significant difference in the scores of Experimental and Control Group on academic achievement in science among secondary school students before experimental treatment.”

Table 4.4.2 Comparison in the scores of experimental and control group on academic achievement scores in science before experimental treatment.

	N	Mean	DF	SD	t-value	Level of significance at 0.05
Control	48	18.84	93	7.01	1.04	Not Significant
Experimental	47	17.68		7.93		

The statistical analysis presented in Table 4.4.2 directly tests the stated null hypothesis. The results show a t-value of 1.04 with 93 degrees of freedom, which is not statistically significant at 0.05 level. This means that the observed difference between the Control group's mean score of 18.84 and the Experimental group's mean score of 17.68 is not large enough to be considered reliable; it is likely attributable to random chance rather than a true underlying difference between the groups.

Therefore, the null hypothesis is retained. We conclude that there is no significant difference in the academic achievement scores in science between the Experimental and Control groups before the experimental treatment was administered. This initial equivalence is a critical foundation for the study, as it ensures that any significant differences found after the experimental treatment can be more confidently attributed to the effect of the treatment itself, rather than to pre-existing differences in the students' academic capabilities. The groups are comparable at the outset.

4.5 Objective 5: To compare the scores of experimental and control group on academic achievement in science after experimental treatment.

In order to obtain the most reliable results the following precautions were taken before conducting the quasi experiment:

- i) The Experimental Group was seated in the most isolated part of the school building i.e. the top floor of the building named ICT room.
- ii) An inverter was installed for the room so as to ensure undisturbed power supply.
- iii) Upon gaining consent their textbook were taken and kept away during the treatment.

The quasi experiment:

After consent was taken from the Headmaster of the School the quasi experiment was conducted in the following manner:

- i) No. of days: 45 days each for both groups
- ii) No. of students in each class: Control Group = 48, Experimental Group = 47
- iii) No. of classes per day: 1 class each for Experimental and Control Group
- iv) No. of chapters taught: 6 chapters
- v)

Steps in Construction of Teacher-Made test for pre-test and post-test:

Two distinct sets of 50 multiple-choice questions were designed separately. The pre-test set was constructed to diagnose students' entry-level knowledge and common misconceptions relevant to the upcoming unit. Conversely, the post-test set was designed to comprehensively assess the specific learning outcomes and competencies targeted by the completed instruction, ensuring direct alignment with the taught curriculum. Each item featured a clear stem and plausible distractors, with only one correct answer. The two sets were drafted to be parallel in difficulty, scope, and format while containing different questions.

The separate drafts were validated by five senior secondary science teachers, administered, and analyzed. The expert panel evaluated both the pre-test and post-test sets for content validity, appropriateness, and freedom from ambiguity. Their feedback was incorporated to finalize the two instruments. The pre-test was administered before instruction, and the post-test was administered afterward. The results from both tests were then compared to measure learning growth, and item analysis was performed on each set to evaluate question performance.

Table 4.5.1 Day/date and topic taught during the 45 days of experiment

Day/Date	Topic Taught	Teaching method	
		Experimental (Use of ICT)	Control (Herbartian Method)
00 08.04.2024	Pre-test		
	Chapter 1: Is Matter Around Us Pure?		Lesson plan and learning tool used in Herbartian approach for the control group have been attached in the appendices section.
1 09.04.2024	Introduction to Mixtures, Solutions, and their Properties	Olabs for creating mixtures and using separation techniques like chromatography or distillation.	
2 10.04.2024	Exploring Suspensions, Colloids, and their Characteristics	Animations showing particle behaviour in solutions, suspensions, and colloids.	
3 12.04.2024	Separation Techniques: Centrifugation and Chromatography		
4 15.04.2024	Separation Techniques: Distillation and Crystallization		
5 16.04.2024	Distinguishing between Physical and Chemical Changes		
6 17.04.2024	Chapter 1 Review and Problem-Solving Session		
	Chapter 2: Atoms and Molecules		

7 18.04.2024	Historical Atomic Theories (Dalton, etc.)	Olabs Modelers to build and visualize molecules. Simulations demonstrating the laws of chemical combination and mole calculations.	
8 19.04.2024	Laws of Chemical Combination		
9 22.04.2024	Atomic Mass, Molecules, and Ions		
10 23.04.2024	Writing Chemical Formulae of Simple Compounds		
11 24.04.2024	Introduction to the Mole Concept		
12 25.04.2024	Calculations based on the Mole Concept		
13 26.04.2024	Chapter 2 Review and Problem-Solving Session		
Chapter 3: Force and Laws of Motion		Animation of action-reaction forces and conservation of momentum. Activity from clx module ‘run kitty run game’ demonstrating motion. Help video from YouTube for self-study.	
14 29.04.2024	Introduction to Forces: Balanced and Unbalanced		
15 30.04.2024	Newton's First Law of Motion (Inertia)		
16 1.05.2024	Newton's Second Law of Motion and Calculations		
17 2.05.2024	Newton's Third Law of Motion (Action-Reaction)		
18 3.05.2024	Concept of Momentum and its Applications		
19 06.05.2024	Law of Conservation of Momentum		
20 07.05.2024	Chapter 3 Review and Problem-Solving Session		
Chapter 4: Why Do We Fall Ill?			
21 08.05.2024	Introduction to Health and Disease	Interactive Diagrams of pathogens and vectors. Clx module used in demonstrating	
22 09.05.2024	Differences between Acute and Chronic		

	Diseases	germs and diseases. YouTube video link for clearer understanding of the concept.	
23 10.05.2024	Causes of Diseases: Infectious vs. Non-Infectious		
24 13.05.2024	Pathogens: Types and Examples		
25 14.05.2024	Disease Vectors and their Role		
26 15.05.2024	Principles of Disease Prevention		
27 16.05.2024	Treatment Methods: Vaccination and Antibiotics		
28 17.05.2024	Public Health Hygiene Measures		
29 20.05.2024	Chapter 4 Review and Case Study Discussion		
Chapter 5: Tissues			
30 21.05.2024	Introduction to Plant Tissues	Diagrams and animation included in the video for better understanding of the different types of tissues	
31 22.05.2024	Meristematic Tissues: Structure and Function	YouTube videos and links are attached to enable better conceptual understanding of the topic taught.	
32 27.05.2024	Simple Permanent Tissues in Plants		
33 28.05.2024	Complex Permanent Tissues (Xylem & Phloem)		
34 29.05.2024	Introduction to Animal Tissues		
35 30.05.2024	Epithelial Tissues: Types and Functions		
36 03.06.2024	Muscular Tissues: Types and Functions		
37 04.06.2024	Connective Tissues: Types and Functions		

38 05.06.2024	Nervous Tissue: Neurons and their Function		
39 06.05.2024	Chapter 5 Review and Comparative Study		
Chapter 6: Diversity in Living Organisms			
40 10.06.2024	Basis of Classification and Hierarchy	Animations and videos included alongside the PPT YouTube help link attached for self-study and revision.	
41 11.06.2024	The Five-Kingdom System: Monera and Protista		
42 12.06.2024	The Five-Kingdom System: Fungi and Plantae		
43 13.06.2024	Detailed Study of Plantae (Major Divisions)		
44 18.06.2024	The Five-Kingdom System: Animalia (Major Phyla)		
45 19.06.2024	Final Review and Revision Session		
20.06.2024	Post-test		

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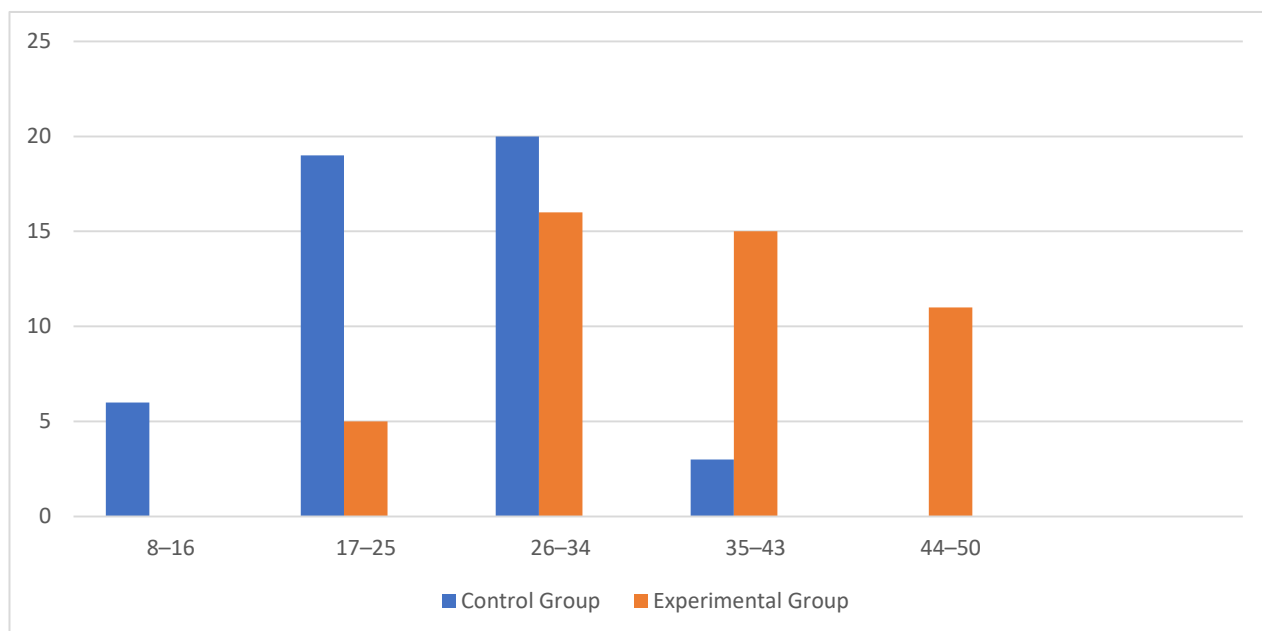
g the academic performance of an Experimental Group (exposed to an ICT module) with a Control Group (using conventional methods), this study examines the impact of an experimental teaching intervention on science achievement among secondary school students. The study investigates whether the intervention results in statistically significant gains in learning outcomes using pre-test and post-test assessments.

Descriptive statistics were used to summarize the initial trends, and graphs were used to show them. Afterward, a parametric t-test was utilized to statistically compare group means and ascertain the significance of observed differences, thereby corroborating the initial findings.

Table 4.5.2 Academic scores of experimental and control group on academic achievement in science after experimental treatment (descriptive statistics)

Level of Academic Achievement	Range of scores	Control Group		Experimental Group	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	6	12.5%	0	0
Moderate Performance	17–25	19	39.5%	5	10.6%
Average Performance	26–34	20	41.7%	16	34.0%
Above Average Performance	35–43	3	6.3 %	15	31.9%
Exceptional Performance	44–50	0	4.17%	11	23.4%
	Total	48	100%	47	100%

Fig. 4.5.1 Graphical representation of academic achievement scores of experimental and control group in science after Experimental Treatment.



In the above Table 4.5.2 and Fig 4.5.1 the information contrasts the distribution of academic performance between an experimental group (47 students) and a control group (48 students) on five levels of achievement. In the control group, the majority of students (41.7%) are in the Average Performance range (26–34), followed by Moderate Performance (17–25) at 39.5%, which shows the majority in mid-to-low ranges. Just 6.3% reach Above Average Performance (35–43), and none enter the Exceptional range (44–50). Of note, 12.5% fall under the category of Low Performance (8–16), indicating areas of improvement.

Conversely, the experimental group evidences a significant trend towards greater success. While Average Performance (26–34) is still the largest cluster (34%), 31.9% have achieved Above Average Performance (35–43), and 23.4% have achieved Exceptional Performance (44–50)—a far cry from the control group's 0%. A mere 10.6% fall in the Moderate category (17–25), and none fall in the Low category (8–16), indicating successful intervention.

The distribution of the experimental group is higher, with 55.3% (Above Average + Exceptional) exceeding the control group's 6.3%. The greater weight of the control group on mid-range scores (81.2% in Moderate + Average) compared to the experimental group's 44.6% highlights the intervention's effect even more.

Parametric test i.e. t-test is further used to determine if a statistically significant difference in scores existed between the experimental and control groups after to the administration of the experimental treatment. For this purpose, a hypothesis is formed as the following:

Hypothesis 3: There exists a significant difference in the scores of Experimental and Control Group on academic achievement in science after experimental treatment.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as “There exists no significant difference in the scores of Experimental and Control Group on academic achievement in science among secondary school students after experimental treatment.”

Table 4.5.3 Comparison of the academic achievement scores in science between experimental and control group after experimental treatment.

	N	Mean	DF	SD	t-value	Level of significance at 0.05
Control	48	25.79	93	7.01	6.60	Significant at 0.05 level
Experimental	47	35.93		7.93		

In comparison to the Control Group (N=48, mean=25.79, SD=7.01), the Experimental Group (N=47) showed a significantly higher mean score (35.93, SD=7.93). At the 0.05 significance level, an independent samples t-test produced a highly significant t-value of 6.60 (df=93), meaning that there was less than a 1% chance that this difference happened by accident.

The null hypothesis (Ho), according to which there is no discernible difference between the groups, is rejected in light of these findings.

4.6 Objective 6: To find out the effect of ICT on academic achievement in science among male secondary school students after experimental treatment.

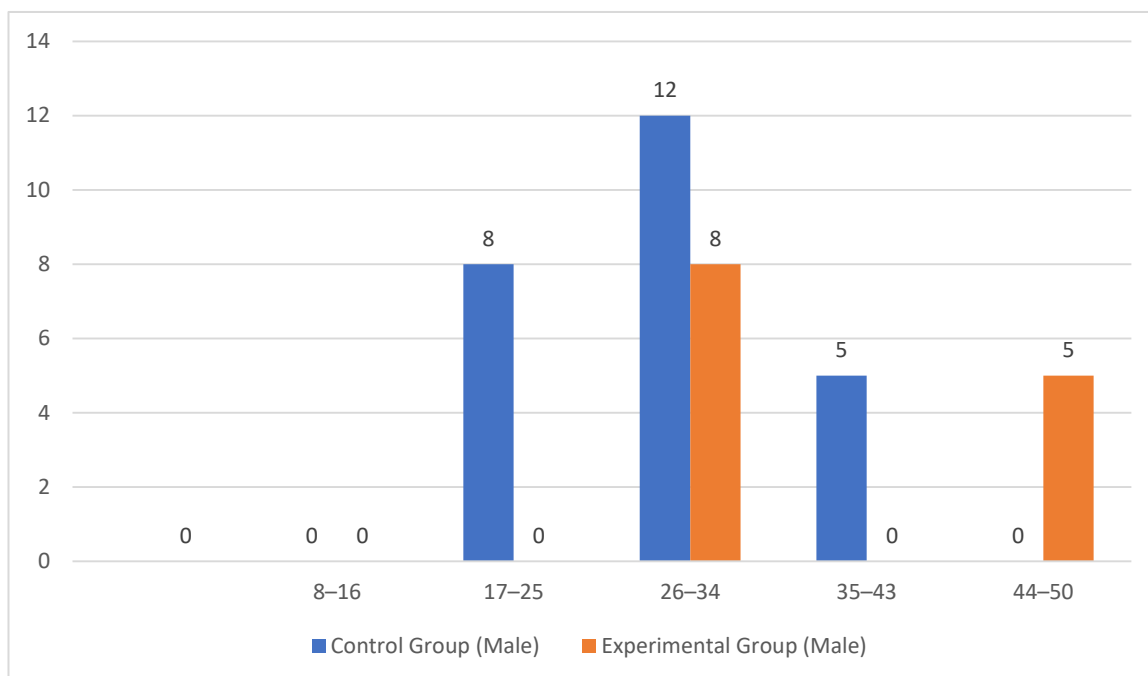
This study investigates whether using information and communication technology (ICT) improves male secondary school students' academic performance in science.

Descriptive statistics were used to summarize the initial trends, and graphs were used to show them. A parametric t-test was then utilized to statistically compare group means and ascertain the significance of observed differences, thereby corroborating the preceding findings.

Table 4.6.1 Use of percentage to show the academic achievement scores in science among male secondary school students after experimental treatment.

Level of Academic Achievement	Range of scores	Control Group		Experimental Group	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	0	0%	0	0%
Moderate Performance	17–25	8	32%	0	0%
Average Performance	26–34	12	48%	8	34.78%
Above Average Performance	35–43	5	20%	10	43.48%
Exceptional Performance	44–50	0	40%	5	21.74%
	Total	25	100%	23	100%

Fig. 4.6.1 Graphical representation of academic achievement scores in science among male secondary school students after experimental treatment.



The information in the above Table 4.6.1 and Fig 4.6.1 reflects the academic achievement among male students i.e. Control Group (25 students) and an Experimental Group (23 students). In the Control Group, no student was in the Low Performance (8–16) level, whereas 32% (8 students) were in Moderate Performance (17–25). Almost half (48%, 12 students) were in Average Performance (26–34), and 20% (5 students) in Above Average Performance (35–43). Most significantly, no student in this group scored Exceptional Performance (44–50).

Conversely, the Experimental Group similarly featured zero students in the Low or Moderate ranges. A lesser percentage (34.78%, 8 students) nevertheless fell within the Average range than within the Control Group. A much greater percentage (43.48%, 10 students) attained Above Average Performance, indicating enhanced performance in this group. Furthermore, 21.74% (5 students) attained Exceptional Performance, a classification wholly lacking within the Control Group.

The Experimental Group shows a movement towards higher performance levels, with fewer students in the Average range and more students in Above Average and

Exceptional ranges. This shows a possible positive effect of the experimental treatment, as the students in this group were likely to score higher.

T-test is further use to compare the mean and find out the significant difference between the two groups and for this purpose a hypothesis has been formed as below:

Hypothesis 4: There exists a significant difference in the effect of ICT on academic achievement in science among male secondary school students after experimental treatment.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as “There exists no significant difference in the effect of ICT on academic achievement in science among male secondary school students after experimental treatment .”

Table 4.6.2 Comparison of the effect of ICT on academic achievement in science among male secondary school students after experimental treatment

Male	N	Mean	DF	SD	t-value	Level of significance at 0.01 level
Control Group	25	27.64	46	6.78	4.35	Significant
Experimental Group	23	37.86		7.33		

Following experimental treatment, the data in Table 4.6.2 compares the impact of ICT on male secondary school students' academic performance in science. The average academic achievement score of the 25 students in the control group was 27.64, with a standard deviation (SD) of 6.78. The experimental group, which included 23 students, on the other hand, demonstrated a noticeably higher mean score of 37.86 with an SD of 7.33. The computed t-value was 4.35, which was significant at the 0.01 level, and the degrees of freedom (DF) for both groups were

46. At a 99% confidence level, this suggests that there is a statistically significant difference between the two groups.

Male secondary school students' academic achievement in science was positively and statistically significantly impacted by the use of ICT, as evidenced by the experimental group's higher mean score (37.86) than the control group's (27.64).

The null hypothesis was rejected, suggesting that the ICT-assisted experimental treatment successfully improved the academic performance of the students.

4.7 Objective 7: To find out the effect of ICT on academic achievement in science among female secondary school students after experimental treatment.

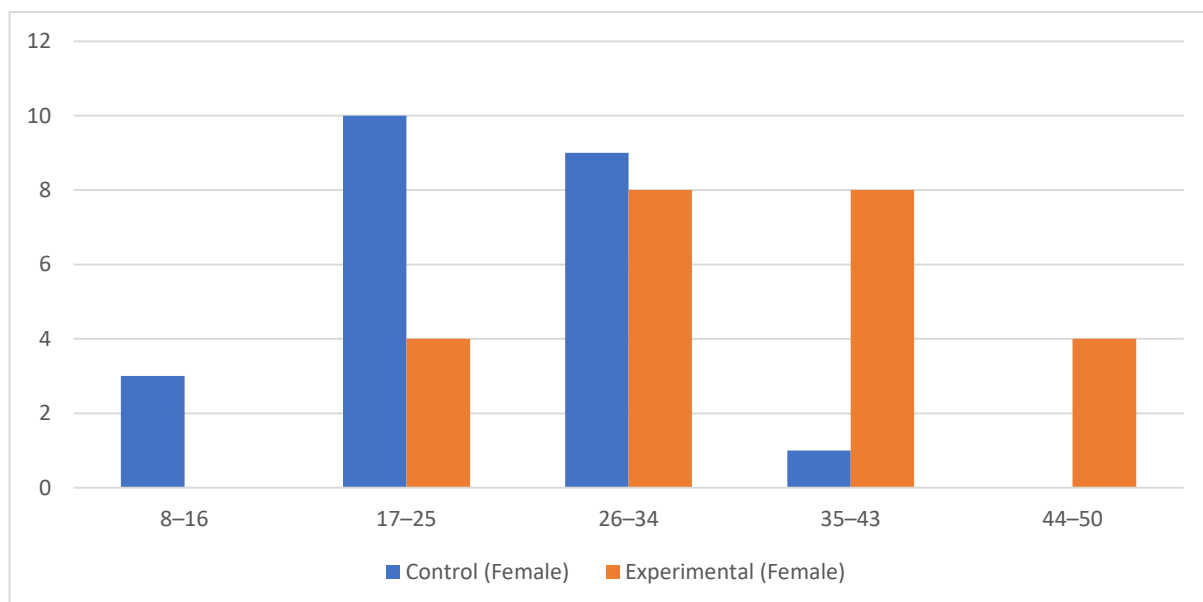
This objective aims to investigate the effect of ICT on academic achievement in science among female secondary school students after experimental treatment. By comparing the performance of an experimental group exposed to ICT-based learning with a control group, the research seeks to determine whether ICT enhances science learning outcomes for female students.

Descriptive statistics were utilized to summarize the first trends, which were then displayed using graphs. A parametric t-test was employed to statistically compare group means and determine the significance of observed differences, so validating the previous findings.

Table 4.7.1 Academic Achievement scores in science among female secondary school students after experimental treatment.

Level of Academic Achievement	Range of scores	Control Group		Experimental Group	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	3	13.04%	0	0%
Moderate Performance	17–25	10	43.48%	4	16.67%
Average Performance	26–34	9	39.13%	8	33.33%
Above Average Performance	35–43	1	4.35%	8	33.33%
Exceptional Performance	44–50	0	0%	4	16.67%
Total		23	100%	24	100%

Fig. 4.7.1 Graphical representation of academic achievement scores in science among female secondary school students after experimental treatment.



The data in Table 4.7.1 provide a comparison between science academic achievement scores for a control group (23 students) and an experimental group (24 students) after undergoing an experimental treatment. For the control group, 13.04% (3 students) had scores in the Low Performance range (8–16), but none of the students in the experimental group had their scores in this range. For the Moderate Performance (17–25), the control group registered 43.48% (10 students), while the experimental group decreased significantly to 16.67% (4 students). For the Average Performance level (26–34), the control group registered 39.13% (9 students), and the experimental group recorded a marginal decrease at 33.33% (8 students). The greatest difference can be seen between the higher performance levels. For Above Average Performance (35–43), the control group contained a meager 4.35% (1 student), whereas the experimental group reflected an elevated hike to 33.33% (8 students). Likewise, for the Exceptional Performance range (44–50), the control group lacked students, while the experimental group had 16.67% (4 students) attaining this level.

To determine whether the differences between the groups were statistically significant, a t-test was performed and for this purpose a hypothesis was formed again as below:

Hypothesis 5: There exists a significant difference in the effect of ICT on academic achievement in science among female secondary School Students after experimental treatment.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as “There exists no significant difference in the effect of ICT on academic achievement in science among female secondary school students.”

Table: 4.7.2 Comparison of the effect of ICT on academic achievement in science among female secondary school students after experimental treatment

Female	N	Mean	DF	SD	t-value	Level of significance at 0.01 level
Control Group	23	23.78	45	8.20	4.66	Significant
Experimental Group	24	34.08		6.84		

The data in Table 4.6.2 compares the effects of ICT on the academic achievement of female secondary school students in science between an experimental group and a control group. With a standard deviation (SD) of 8.20, the 23 students in the control group had an average academic achievement score of 23.78. The experimental group, comprising 24 students, demonstrated a significantly higher mean score of 34.08 with an SD of 6.84. The results were considered statistically significant at the 0.01 level with 45 degrees of freedom (DF) and a calculated t-value of 4.66.

The null hypothesis (Ho) states that ICT has no discernible effect on the academic achievement of female secondary school students in science. However, the high t-

value (4.66) at the significance level of 0.01 indicates that the two groups differ significantly.

4.8 Objective 8: To compare the effect of ICT on academic achievement in science between male and female secondary school students after experimental treatment.

This objective compares the impact of ICT on science academic performance between male and female secondary school students following experimental treatment. In order to provide insights for specialised teaching methods, the research aims to ascertain whether gender significantly influences the results of ICT-based learning by examining post-intervention performance data.

Percentages were used to show the first trends and graphs to sum them up. We used a parametric t-test to statistically compare the means of the groups and see how significant the differences were, which confirmed the previous results.

Table 4.8.1 Academics achievement Scores of male and female secondary school students in science after experimental treatment (descriptive statistics)

Level of Academic Achievement	Range of scores	Male		Female	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	0	0%	0	0%
Moderate Performance	17–25	0	0%	4	16.67%
Average Performance	26–34	8	34.78%	8	33.33%
Above Average Performance	35–43	10	43.48%	8	33.33%
Exceptional Performance	44–50	5	21.74%	4	16.67%
Total		23	100%	24	100%

Fig. 4.7.1 Graphical representation of academics achievement scores of male and female secondary school students in science after experimental treatment.

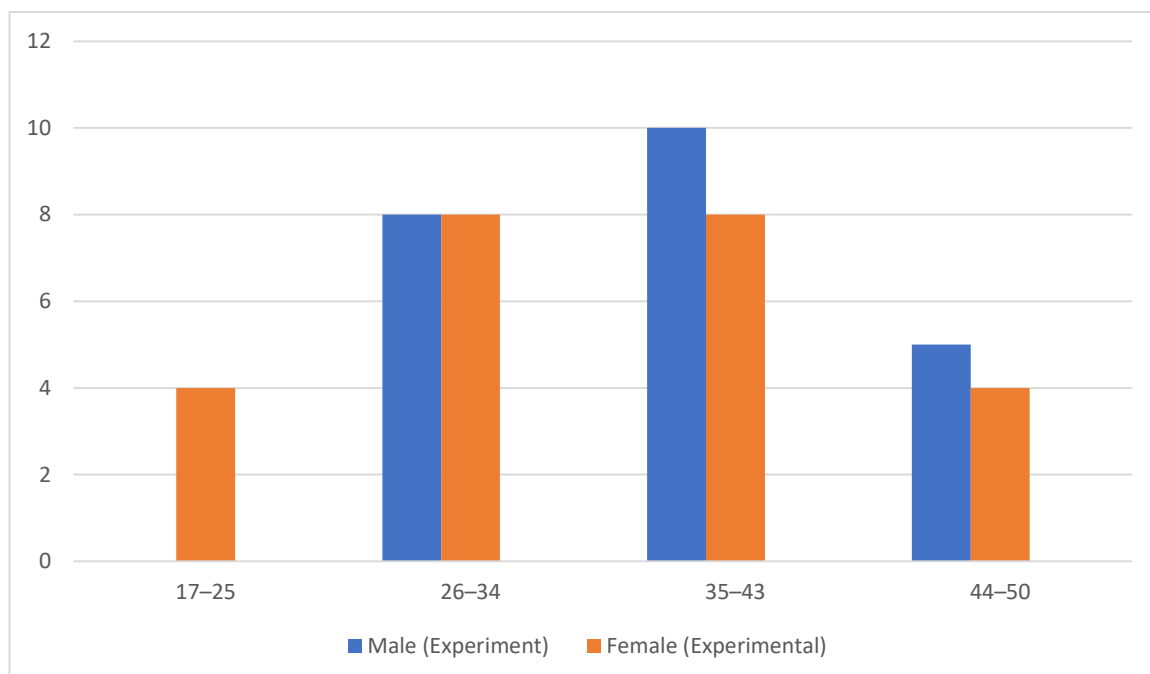


Table 4.8.1 and Fig. 4.8.1 show the distribution of academic achievement scores in science among male and female secondary school students following an experimental treatment, categorized into five score ranges.

The findings compare the academic achievement scores in science of male (23 students) and female (24 students) secondary school students after an experimental treatment. Both male and female students received zero points in the Low Performance category (8–16). No male students (0%) fell into the category of Moderate Performance (17–25), whereas four female students (16.67%) did. Male students made up 34.78% (8 students) of the Average Performance group (26–34), which was very near to the female students' 33.33% (8 students). A higher proportion of male students (43.48%, or 10 students) than female students (33.33%, or 8 students) were found in the Above Average Performance (35–43). 21.74% (5 students) of male students and 16.67% (4 students) of female students attained Exceptional Performance (44–50).

These trends are visually highlighted by the graphical display (Fig. 4.7.1), which shows the distribution of scores for both males and females in terms of performance levels. With a total of 65.22% (15 students) in the Above Average and Exceptional levels, male students' inclination towards upper performance categories was more pronounced than that of female students, who made up 50% (12 students). In contrast to the female group, which has 16.67% of students stuck in the Moderate level, there are fewer male students in the Low and Moderate levels.

To statistically support the observed differences between the two groups, a parametric t-test was employed, following descriptive statistics and graphical representation. A hypothesis is formulated as below for this purpose:

Hypothesis 6: There exists a significant difference in the effect of ICT on academic achievement in science between male and female secondary school students after experimental treatment.

In order to prove or disprove the above hypothesis it is then converted into null hypothesis (H_0) stated as “There exists no significant difference in the effect of ICT on academic achievement in science between male and female secondary school students after experimental treatment”.

Table 4.8.2 Comparison the effect of ICT on academic achievement in science between male and female secondary school students after experimental treatment.

Gender	N	Mean	DF	SD	t-value	Level of significance at 0.05 level
Male	23	37.86	45	8.20	1.34	Not significant
Female	24	34.08		7.33		

After experimental treatment, the data in Table 4.7.2 compares the effect of ICT on science academic achievement between male and female secondary school students. The mean score for the male group (N=23) was 37.86 with an SD of 8.20, and the mean score for the female group (N=24) was 34.08 with an SD of 7.33. With 44 degrees of freedom (DF) and a computed t-value of 1.34, the results were deemed statistically not significant at standard levels (0.01 or 0.05).

The null hypothesis (H_0) stated that there exists no significant difference in the effect of ICT on academic achievement between male and female students. However, the results indicate that the observed difference in mean scores (37.86 vs. 34.08) is not statistically significant, as the t-value (1.34) is lower than the critical t-values required for significance at standard alpha levels (e.g., ± 2.69 for $\alpha=0.01$ or ± 2.02 for $\alpha=0.05$ with $df=45$). Consequently, the null hypothesis is accepted, meaning there is no significant difference in the effect of ICT on academic achievement in relation to gender.

CHAPTER 5

MAJOR FINDINGSS, DISCUSSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

CHAPTER 5: MAJOR FINDINGSS, DISCUSSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter presents the culmination of the research by synthesizing key outcomes and their broader implications. it begins with a direct presentation of the major findings, offering a factual account of the results that address the research questions on the effectiveness of the ict-based intervention. the discussion section then interprets these findings, analyzing their significance in light of existing literature. based on the conclusions drawn, practical recommendations are proposed for educational practice and policy. the chapter concludes by identifying suggestions for further research to guide future scholarly inquiry into the emerging questions from this study.

5.1 Major findings

Objective 1: To develop a module for teaching science with the help of ICT.

- An ICT-based module named "*e-science insight*" was successfully developed, aligned with the MBSE Class IX syllabus.
- The module covered 6 chapters, broken down into 15 structured lessons featuring interactive PowerPoints with animations, integrated videos, and dynamic diagrams.
- The module was hosted on a dedicated e-learning platform (<https://elyn-escience.web.app/#/auth/login>) with secure logins, organized navigation, and automated assessments.
- The module and accompanying achievement test underwent rigorous validation by a panel of 8 experts (MBSE authorities and experienced teachers).

Objective 2: To find out the general intelligence among two sections i.e. Class IX Section A and Section B of secondary school students studying in the same class.

- The distribution of general intelligence scores across categories (Highly Superior to Mentally Defective) was almost identical for the Control (N=48) and Experimental (N=47) groups.

Objective 3: To compare the general intelligence between two sections (i.e. Class IX Section A and Section B) of students studying in the same class in different sections

- The mean intelligence score for Section A (96.18, SD=11.51) was not significantly different from the mean score of the Section B (95.10, SD=12.78).
- An independent samples t-test confirmed this, yielding a non-significant t-value ($t(93) = 0.23, p > 0.05$).
- Conclusion: The null hypothesis was accepted. The two groups were equivalent in terms of general intelligence before the intervention, establishing a strong baseline for comparing the effects of the subsequent teaching methods.

Objective 4: To compare the academic achievement of experimental and control group in science before experimental treatment.

To establish a valid baseline for comparing the effects of the ICT module, the academic achievement in science of the Control and Experimental groups was assessed using a 50-item pre-test before the intervention began.

- The Control Group (N=48) had a mean pre-test score of 18.84 (SD=7.01), while the Experimental Group (N=47) had a mean pre-test score of 17.68 (SD=7.93).
- An independent samples t-test found this difference to be statistically non-significant ($t(93) = 1.04, p > 0.05$).
- The distribution of students across performance levels (Low, Moderate, Average) was nearly identical for both groups, with the majority in both groups scoring in the "Moderate Performance" range.
- Conclusion: There was no statistically significant difference in science achievement between the Control and Experimental groups before the experimental treatment.

This confirms the groups were equivalent at baseline, ensuring that any post-intervention differences can be confidently attributed to the effect of the ICT.

Objective 5: To compare the academic achievement scores of the experimental and control group after treatment.

- The Experimental Group (N=47) demonstrated a dramatically higher mean post-test score (35.93, SD=7.93) compared to the Control Group (N=48, mean=25.79, SD=7.01).
- The mean difference of 10.14 points was found to be highly statistically significant ($t(93) = 6.60, p < 0.01$).
- The score distribution shifted profoundly: 68.09% of the Experimental Group scored above 30, compared to only 29.17% of the Control Group. Notably, 40.43% of the Experimental Group reached the top score bracket (41-50), versus just 4.17% of the Control Group.
- Conclusion: The null hypothesis was rejected. The ICT-based intervention resulted in a significant and substantial improvement in science academic achievement.

Objective 6: To find out the effect of ICT on academic achievement in science among male students after experimental treatment.

- Male students in the Experimental Group (N=23) achieved a significantly higher mean score (37.86, SD=7.33) than male students in the Control Group (N=25, mean=27.64, SD=6.78).
- This difference was statistically significant ($t(46) = 4.35, p < 0.01$).
- The score distribution showed a strong positive shift, with 47.83% of experimental males scoring in the highest bracket (41-50) compared to only 4% of control males.
- Conclusion: The ICT intervention had a statistically significant positive effect on science achievement for male secondary school students.

Objective 7: To find out the effect of ICT on academic achievement in science among female students after experimental treatment.

- Female students in the Experimental Group (N=24) achieved a significantly higher mean score (34.08, SD=6.84) than female students in the Control Group (N=23, mean=23.78, SD=8.20).
- This difference was statistically significant ($t(45) = 4.66, p < 0.01$).
- The score distribution showed a notable improvement, with 62.5% of experimental females scoring in the 31-50 ranges, compared to only 13.05% of control females.
- Conclusion: The ICT intervention had a statistically significant positive effect on science achievement for female secondary school students.

Objective 8: To compare the effect of ICT on academic achievement in science between male and female students after experimental treatment.

- The mean post-test score for males in the Experimental Group (37.86, SD=8.20) was slightly higher than for females (34.08, SD=7.33), this difference was not statistically significant ($t(45) = 1.34, p > 0.05$).
- Conclusion: The null hypothesis was accepted. There was no significant difference in the effectiveness of the ICT-based intervention on science academic achievement between male and female secondary school students. The module was equally beneficial for both genders

5.2 DISCUSSIONS:

5.2.1 Discussion on development a module for teaching science with the help of ICT.

The systematic development of the ICT-based module, involving content selection from the MBSE syllabus, creation of interactive digital lessons, deployment on a dedicated e-learning platform (E-Science Insight), and rigorous validation by subject experts, represents a robust and replicable model for educational resource

development. This process aligns with best practices advocated in numerous studies. The use of PowerPoint and integrated videos to cater to visual and auditory learners echoes the successful early use of multimedia by Singh & Agarwal (2014) and the more advanced simulations developed by Wieman & Perkins (2015) with PhET. The structured, bite-sized lessons are consistent with the principles of Skinner's (1958) teaching machines, emphasizing self-paced learning. Furthermore, the platform's inclusion of automated post-test assessments aligns with the findings of Gupta & Joshi (2018), who established the critical role of technology-enabled formative assessment in bolstering long-term memory retention. The expert validation phase is a particularly strong aspect, ensuring content accuracy and pedagogical soundness, a step that is sometimes overlooked but is essential for the credibility and effectiveness of any educational intervention. The successful tryout phase, which showed promising results (Experimental group: 16.5/20 vs Control: 12.2/20), provided preliminary evidence of the module's viability and directly informed the main study, mirroring the iterative, design-based research methodologies employed by Linn (1994) and Roschelle et al. (2000).

5.2.2 Discussion on comparison the general intelligence between two sections of Class IX (Section A and Section B)

The findings for Objective 1 confirmed the null hypothesis, indicating no statistically significant difference in general intelligence between Section A ($M=96.18$, $SD=11.51$) and Section B ($M=95.10$, $SD=12.78$) groups ($t(93)=0.23$, $p>0.05$). This careful matching is a fundamental strength of the experimental design, as it ensures that any subsequent differences in academic achievement can be more confidently attributed to the ICT intervention rather than to pre-existing cognitive disparities.

5.2.3 Discussion on comparison the academic achievement in science between Experimental and Control Group before Experimental Treatment

The baseline assessment of science achievement revealed a concerning picture, with an overwhelming majority of students (64.21%) scoring in the 11-20 range out of 50, and another 28.42% in the 21-30 range. Critically, no student scored above 30,

indicating a severe ceiling effect and a significant gap in science proficiency among the sampled population. This finding is a crucial piece of the puzzle, as it establishes the pressing need for effective pedagogical interventions in the region. This pattern of moderate-to-low baseline achievement resonates with studies that point to systemic challenges in science education. The findings indirectly support the observations of Verma and Singh (2016), who found that urban students outperformed their rural counterparts, suggesting that geographic and resource disadvantages can impact overall achievement. Similarly, the studies referenced in the review of literature that highlight the correlation between SES and academic performance (Patel & Rao, 2015; Mehta & Iyer, 2019) provide a framework for understanding the low baseline scores not as a lack of student potential, but potentially as a reflection of broader systemic issues related to educational quality, resource allocation, and socio-economic support in the region. The absence of high achievers underscores the urgency for innovative teaching methods that can elevate the entire cohort's performance, setting the stage for the ICT intervention.

5.2.4 Discussion on comparison the academic achievement scores of the Experimental and Control Group after treatment.

The results for this objective provides powerful evidence for the positive impact of the ICT-based module on science achievement. This finding is overwhelmingly supported by a vast body of literature from both India and abroad. It aligns with the early experimental work of Singh & Agarwal (2014) in Rajasthan, who found significantly higher scores in their multimedia group, and with the meta-analysis of Kulik et al. (1983), which established an average positive effect size for computer-based instruction. The results are reinforced by more studies like Nair & Menon (2019) in Kerala, who found greater conceptual gains with digital tools, and Choudhary & Saxena (2021) whose "Digital Haryana" initiative showed significant score increases. Internationally, the works of Dori & Belcher (2005) on interactive simulations and Linn et al. (2003) on the Web-Based Inquiry Science Environment (WISE) further corroborate that well-designed technology integration leads to substantial learning gains. The dramatic shift in the score distribution for the

Experimental group, with 40.43% of students in the highest bracket (41-50) compared to only 4.17% in the Control group, demonstrates that the intervention did not just cause a marginal improvement but enabled a significant portion of the class to achieve mastery-level understanding, effectively shattering the ceiling effect observed in the pre-test.

5.2.5 Discussion on the effect of ICT on academic achievement among male and female students.

The analysis disaggregated by gender revealed that the ICT intervention was highly effective for both groups. Male students in the Experimental group ($M=37.86$, $SD=7.33$) significantly outperformed their Control group counterparts ($M=27.64$, $SD=6.78$) with a t -value of 4.35 ($p<0.01$). Similarly, female students in the Experimental group ($M=34.08$, $SD=6.84$) showed a significant improvement over the Control group ($M=23.78$, $SD=8.20$) with a t -value of 4.66 ($p<0.01$). The slightly higher mean score for males (37.86 vs. 34.08) was not statistically significant, but the key finding is that both genders benefited substantially.

These results find strong support in studies that report positive outcomes for both genders using ICT. The work of Kuhlemeier & Hemker (2007) in the Netherlands directly aligns with this, finding no substantial gender differences in the benefits gained from ICT. Similarly, Scherer & Siddiq (2015) concluded that the relationship between ICT literacy and achievement was stable across genders. The findings also resonate with Joshi (2008) in India, who found that simulations effectively eliminated the pre-existing achievement gap between males and females.

5.2.6 Discussion on comparison the effect of ICT on academic achievement between male and female students.

The comparison between the post-intervention scores of male ($M=37.86$, $SD=8.20$) and female ($M=34.08$, $SD=7.33$) students in the Experimental group revealed a non-significant difference ($t(45)=1.34$, $p>0.05$). This is a profoundly important finding, as it indicates that the ICT intervention was an equitable pedagogical tool, effectively

bridging any pre-existing performance gaps and ensuring that both male and female students progressed equally.

However, this finding of equal benefit stands in contrast to a significant strand of literature that highlights gendered differences in interaction with technology. Studies like Volman & van Eck (2001) and Iyer (2017) suggest that software type and pedagogical approach (competitive vs. collaborative) can disproportionately engage one gender. Sharma (2001) noted that male students often initial higher confidence and achievement with technology due to greater prior exposure. Gupta (2010) even found that a large-scale ICT initiative in India had a marginally greater effect on boys, attributing it to on-the-ground realities like boys dominating lab equipment. The fact that the current study found such strong and equal gains for both genders suggests that the design of the module—likely its multimedia, visual, and self-paced nature—was particularly effective in engaging female students.

5.3 EDUCATIONAL IMPLICATIONS OF THE STUDY:

Based on the major findings of the study, several educational implications can be withdrawn for the improvement of academic achievement using among secondary school students and some are indicated as below:

Enhanced Learning Outcomes: The research points out that the integration of ICT into science education has a favourable effect on the academic performance of learners. So, the application of ICT tools in science classes can lead to better comprehension, memory, and use of scientific ideas by students.

Teaching Methodologies: ICT is a factor that brings about a change from the traditional teaching methods to the more interactive, student-centered ones. This can create a scenario where the students are not only involved deeply but also actively learning and being creative, thus making the process of learning science more effective and fun.

Teacher Training: It is a must that teachers undergo training on the effective use of technology in pedagogy to reap the full benefits of ICT. The focus of the professional

development programs should be on providing ICT skills and strategies specific to science education.

Curriculum Development: It is necessary that school curricula make room for ICT resources and activities that are in line with the learning goals in science. This combination not only caters to different learning styles but also assists in making scientific knowledge more approachable through simulations, virtual labs, and multimedia.

Resource Allocation: The people who make educational policies must guarantee that secondary schools have the necessary infrastructure for ICT-based teaching and learning in science such as computers, internet access and software.

5.4 RECOMMENDATIONS BASED ON FINDINGS OF THE STUDY:

1. **Recommendation based on realisation of first objective:** Based on the experience of the researcher, it is strongly recommended for a government investment in ICT development. Since development of ICT tools can be time consuming as well as expensive, it may be recommended that, in view of the positive results obtained through its usage, the Government invests a good amount for the employment of subject experts and computer specialists to work in a collaborative effort to bring out the most competitive ICT based tool for various subjects and levels of education.
2. **General intelligence testing for different levels of education:** It is highly recommended that general test of intelligence be conducted for the whole state so as to find out what students' need in terms of remedial classes. Depending on the different areas of general intelligence it will be possible to witness the strengths and weaknesses of students in different subjects for the whole population.
3. **Further experimental research on diverse learning tools:** More experimental studies using different learning tools is recommended so as to understand the impact it can have on the academic achievement of learners. This can be done using different experimental designs depending on the tools used for the study.

4. **Development of localized digital content in Mizo language:** In order to increase the learning efficiency of the students it is also recommended that localised digital content in Mizo language be created through collaboration between the state, teachers, and technical partners.
5. **Using ICT as an evaluation tool:** Evaluation of students learning and progress can be a difficult task especially in a large number of students. Through this experiment where evaluation of the experimental students was one through ICT, it was found that ICT aided evaluation could be effective and accurate. Therefore, a proper and systematically developed ICT tool can serve as an efficient tool to record and evaluate students' performance as required by the evaluator.
6. **Academic performance unbound by gender:** In contrast to common belief where male students are expected to show better performance, in the present study, both male and female secondary school students showed a significantly equal response to the experiment. The recommendation based on this is for teachers, parents and any stakeholder in education to take steps at one's own level to disseminate the information that female students are not inferior to male students in terms of academic ability and vice versa.

5.5 GENERAL RECOMMENDATIONS:

1. **Access and equity:** ICT for teaching and learning process has been proven to be effective in many researches, therefore it is recommended that all students, even those from economically backward group and rural areas have access to different types of open educational resources available online and offline.
2. **Proper supervision of ICT tools provided:** The government has provided different ICT tools to several schools through various centrally sponsored schemes. It is necessary to ensure that the tools and infrastructure provided are utilized to the full by schools. Besides supervision, it is also recommended that the extent to which ICT impacts teaching and learning may also be investigated.
3. **Teacher development programme on ICT:** Though there are many available resources available for teaching and learning, most teachers lack the skills to utilize

ICT tools. So, it is highly recommended that there are programmes organized by concern authorities at different level to enable teachers to make use of OERs available in different platforms.

- 4. Sensitization of parents on online learning:** With the advancement brought about by technology, there are cases in which traditional method of learning is not applicable for all lessons or subjects. It is necessary that parents are aware of the different learning tools available online to help their wards or children in the learning process.

5.6 SUGGESTIONS FOR FURTHER RESEARCH:

1. Evaluate the impact of ICT on the improvement of student engagement, motivation, and attitude towards learning sciences.
2. Investigate the difficulties met by schools, teachers, and students in applying ICT in science education, including infrastructural, technical, and pedagogical challenges.
3. Evaluate the impact of different ICT tools and platforms on learning outcomes in comparison to one another.
4. Analyze the extent to which the socioeconomic status of students affects the use, accessibility, and academic advantages of ICT in learning science.
5. Investigate the impact of ICT in secondary science education on learners' interest, self-assurance, and choice of STEM careers.

SUMMARY

1. Introduction

1.1 Background of the study

1.1.1 ICT and Science Education

ICT stands for Information and Communication Technology. It refers to the use of technology to communicate information and as a means of transport and transfer of knowledge from one person to the other. In education, ICT refers to the diverse set of technological tools and resources used for teaching, learning, and administration. It facilitates access to digital content, enables innovative pedagogies, promotes collaborative learning, and develops essential 21st-century skills, transforming traditional educational environments.

Science education is an educational field which concerns the study of areas that focus on the development of science subject and its teaching-learning processes. It also encompasses the development of skills, attitudes, and the understanding required for the progress of education system with special reference to science subject.

1.1.2 The integration of ICT is supported by several key learning theories:

Constructivism by Piaget and Vygotsky: ICT has transformed the learning process into a collaborative activity where knowledge is actively constructed through interactive simulations in which students can alter the variables, such as PhET, or through collaborative platforms that give social support within the learner's Zone of Proximal Development, such as Google Classroom (Lourenço, 2012; Vygotsky, 1978).

Cognitive Theory of Multimedia Learning: This theory offers principles based on evidence (multimedia, modality, coherence, segmenting) which are meant to direct the digital resources' design in such a way that the cognitive load is managed effectively (Mayer, 2020). For instance, instead of having on-screen text, narrated animations may be used to explain procedures.

TPACK is a teaching framework where the interrelationship among technology and pedagogy, along with content knowledge, results in an informed decision-making

process for teachers (Koehler & Mishra, 2009). It prevents, for instance, the superficial application of technology (tech as decoration) and guarantees that the choice of tools will contribute to achieving the set learning objectives in science.

1.1.3 Impact on Equity and Inclusion:

The following are ways in which ICT can be used to further democratize science education:

Bridging Resource Gaps: Students at remote or under-resourced schools can take advantage of high-quality simulations, virtual labs, and Open Educational Resources

AI-driven adaptive learning systems can enable personalized learning by tailoring content and support to meet the individual needs of each student, whether gifted, struggling, or an English language learner.

Providing Assistive Technologies: Tools such as screen readers, speech-to-text software, and haptic feedback devices support students with disabilities to engage in scientific inquiry fully..

1.1.4 ICT and Education in Mizoram

The state of Mizoram, with its hilly terrain and location in northeastern India, presents a unique background for assessing the integration of ICT. Guided by national endeavors such as the Digital India Campaign and the National Education Policy (NEP) 2020, the state has initiated programs to integrate technology into schools.

Current State of Integration:

Infrastructure: Under the ICT @ School Scheme, computers and other equipments have been provided to secondary and upper secondary schools.

Curriculum and Pedagogy: The Mizoram Board of School Education is incorporating digital literacy into the curriculum. Teachers are encouraged to use web resources, multimedia, and software to make classes more interactive.

Teacher Training: Through workshops and training, teachers develop their ICT competence and pedagogical skills.

Persistent Challenges in Mizoram:

The implementation in Mizoram has its own unique, context-specific challenges: The hilly terrain complicates infrastructure development and maintenance. Frequent power outages and poor connectivity in rural areas make everyday usage of digital tools hard to achieve. A large portion of students from economically backward families do not have access to either smartphones or computers in their homes, creating a homework gap. There is also a gender gap in access to family-owned technology and cultural hesitancy among parents about digital learning. The use of technology is confined to computer science classes or used as a supplementary aid rather than deep integration across all subjects. The state curriculum and examination system, largely paper-based, have not yet created the right incentives that could spur digital fluency.

1.2 Rationale of the study

The findings of the study will have broader implications beyond immediate academic outcomes. Specifically, the study advances overall dialogue concerning education technologies in developing areas by investigating installations of ICT within a specific educational context, namely Mizoram. As alluded in the study they may inform efforts toward the strengthening of science education by improving curriculum, supporting teacher's continual professional development and more efficient use of resources. Gender differentiated analysis provides important insights for inclusion planning for digital learning environments. In line with India's

The study seeks to extend research translating theoretical opportunities of ICT in science education into applied implementation, with implications for both science teachers and policy-makers who have a desire to foster more effective STEM education. the global educational context is in a period of tremendous change due to the ubiquitous presence of information and communications technology (ICT) in education.

A critical review of the related literature reveals that there is a pronounced lack of empirical research studies related to the use of Information and Communication Technology in the teaching-learning process in Mizoram. Although many descriptive and theoretical papers are found discussing the potential benefits of ICT, what is primarily lacking is experimental or quasi-experimental research that establishes the causal link between ICT integration and certain educational outcomes. This study will fill this critical gap by providing sound, data-based evidence and thus act as a milestone for further research in this area.

The findings of this study will be of significant value to a range of stakeholders. It will provide policymakers with evidence that is valid and methodologically sound for making resource allocation decisions related to educational technology efforts. This will generate a tested and detailed model of ICT integration for teacher educators and provider organizations of professional development, which can be disseminated to pre-service and in-service teachers. It will provide classroom practitioners with concrete, evidence-based techniques to utilize technology for improving student engagement and conceptual comprehension in science.

This research aims to provide a methodologically rigorous and pedagogically clear analysis of the effectiveness of ICT, advancing the field from mere speculation to a precise understanding of how digital tools can effectively enhance academic performance in science.

2. Review of related literature

A total of 89 related studies from 1870-2025 were reviewed in the present study. The literature review is organised into four areas in relation to:

- a) General intelligence test among secondary school students.
- b) Academic achievement in science before experimental treatment
- c) Academic achievement in science after experimental treatment
- d) Academic Achievement in Science after experimental treatment in relation to gender

The related literatures were further divided into studies conducted in India (44) and studies conducted abroad (45).

3. Methodology

3.1 Method of the study

The most important component of the present study was to find out the effect of an intervention (ICT module) on the academic performance of students. In order to meet the objectives, a quasi-experimental method of study was employed since a purely experimental design was not feasible. Among various kinds of quasi-experiments, a pretest, post-test two equivalent group design was used. The research method is symbolically illustrated below:

Research Method (Jaiyeola & Salami, 2006)

O^0 X^1 O^1 (EO)

O^2 X^2 O^3 (CO)

Where,

X^1 = Use of ICT for teaching Science

X^2 = Traditional method for teaching Science

O^0 O^2 = Pre - test

EO = Experimental Group

CO = Control Group

3.2 Design of the Study

The main focus of the present study is to identify the effectiveness of ICT on the academic achievement in science subject. The experiment was then conducted among the two sections of ninth grade students of Govt KM High School Aizawl, Mizoram. To achieve the objectives of the study the investigator developed an ICT

module for science Subject to be administered among Experimental group and traditional teaching method is used for control group.

A pretest, post-test two equivalent group design was used in order to check as accurately as possible, the difference in performance between the two groups when only one group was exposed to an experimental intervention. Therefore, it was important to have two equivalent groups from the start. To ascertain the equivalence between the two groups, the General Intelligence Test Inventory (GGTI), created by Dr. GC Ahuja in 2009, was administered.

The teacher-made test was used for both the pre-test and post-test. This particular kind of test was considered more appropriate as the present study focussed on the results of learning a specific subject for a specific length of time. After the pre-test was completed for both Groups, the Experimental Group was instructed utilising the module developed by the investigator, while the Control Group was taught with the Traditional Approach. A total of 45 classes each were taught to both the Groups.

3.3 Population and Sample of the Study

The target population for the present study was secondary school of Mizoram. Using convenience sampling method, two sections of Class IX students from Govt. Km High School were selected. The sampled student totalled 95 with one section having 48 students and the other having 47 students.

In order to group them into two equivalent groups for control and experimental group, a general test of intelligence was conducted. Since there was no significant difference between the two sections, one section with 48 students was assigned as control group. The other section with 47 students was assigned as the experimental group.

3.4 Tools used

5. **General Intelligence Test:** Taking a test of General Intelligence (GGTI) developed by Dr. GC Ahuja (2009) for both the control group and the

experimental group for equalizing and homogenising both and within the groups.

6. **ICT Module:** This study involved the development of an ICT-based instructional module by the researcher to facilitate the teaching and learning of science according to a Class IX curriculum of the Mizoram Board of School Education (MBSE). This instructional module was carefully organized so that it related specifically to the Class IX science textbook.

7. **Traditional Herbartian Lesson Plan**

The investigator prepared a traditional Herbartian lesson plan involving the Herbartian five steps approach.

8. **Teacher-made test:** Teacher made test prepared by the researcher consisting of 50 questions each was administered for both pre-test and post-test. The scores in the teacher made test was used as an academic achievement score for both the groups.

3.4 Procedure of the experiment:

1. Administration of General Intelligence test to check equivalency between the two groups:

To validate the equivalence of the two study groups (control and experimental), the investigator administers the Group Test of General Intelligence (GGTI) developed by Dr. G.C. Ahuja (2009). The GGTI is a standardized test that assessed student cognitive ability in the areas of verbal, non-verbal, and quantitative reasoning and was devised to provide researchers with an opportunity to measure group equivalence at baseline with respect to intellectual potential of the two groups.

2. Administration of Pre-test:

After ensuring that the Control and Experimental Groups were equivalent, pre-test was conducted using teacher-made test for both Experimental and Control Groups.

3. Conduction of the Experiment for 45 days

The experiment was conducted by teaching the experimental group using ICT module that has been prepared by the researcher. A total of 45 classes were taught to the students and splitting each chapter into numbers of classes. The Control Group were taught using Traditional approach and each class consisted of 45 minutes for both the groups.

4. Administration of Post-test

After the lessons were taught to both the Groups for a period of 45 days, post-test was administered again. The pretest and post-test scores were then presented in order to check the effect of usage of ICT module on students in their understanding of science subject. It was also expected to show the difference in the initial and the final stage among a group of students. It was also to enable the researcher to compare the differences or lack of, among a control and experimental group.

3.5 Data analysis:

- **Descriptive statistics:** Percentages were used as a descriptive statistic to summarize the data, providing a clear, initial snapshot of the two variables.
- **Parametric test:** The t-test, an inferential parametric test, was then used to determine if the observed difference was statistically significant.

4. Analysis and interpretation of data

Objective 1: To develop a module for teaching science subject with the help of ICT for secondary school students.

Content Selection and Structuring

The Mizoram Board of School Education's (MBSE) prescribed textbook for Class IX Science textbook served as the basis for the module. In order to ensure curriculum alignment and relevance to student learning outcomes, six essential chapters were chosen from the syllabus. There were 6 structured lessons in all, with each chapter being further broken down into three subtopics. Focused, bite-sized learning sessions

were made by this division, to enable students to understand difficult scientific concepts.

Digital Lesson Development

Every lesson was converted into an interactive PowerPoint presentation in order to increase engagement and retention. These presentations included:

- Animated graphics that illustrated scientific concepts (e.g., Newton's laws, photosynthesis).
- Integrated videos for virtual experiments and real-world applications.
- Diagrams that reinforce terminology with dynamic labels.

Deeper understanding was promoted by the use of multimedia and moving images that catered to different learning styles (visual, auditory, and kinesthetic).

E-Learning Platform Deployment

All lessons were hosted on a dedicated website <https://elyn-escience.web.app/#/auth/login> designed specifically for this research. The platform featured:

- Teacher login
- Student login access via their personalized credentials (Roll no and password)
- Organized lesson modules with sequential navigation.
- Automated post-test assessments to evaluate comprehension for each lesson.

Expert Validation for Quality Assurance

Before implementation, the module underwent rigorous content validation by eight experienced secondary science teachers from Mizoram (providing pedagogical insights).

The panel evaluated the module for:

- 1) Accuracy of content.

- 2) Clarity of explanations and illustrations.
- 3) Appropriateness of multimedia integration.
- 4) Usability of the e-learning platform.

Try out:

Prior to the main study, the try-out phase was conducted to pilot the research tools and process. Testing the viability, effectiveness, and validity of the ICT-based instructional package as well as the dependability of the assessment tools were the goals of the tryout phase. The tryout, which took place over five sessions, focused on two Class IX science subjects: Motion (Physics) and Tissues (Biology).

The primary objectives of the try-out were to determine whether the ICT-based instructional module was effective in teaching the selected science content, test and validate the academic achievement test that the teacher had created, determine whether the data collection methods were feasible, and identify any logistical or technical issues with implementing the module.

The target population of the main study was represented by the Class IX students of KM High School in Mizoram. The students were divided into two groups: the experimental group, which received instruction using an ICT-based module that included interactive exercises, PowerPoint presentations, and simulations, and the control group, which received traditional instruction through textbooks and lectures.

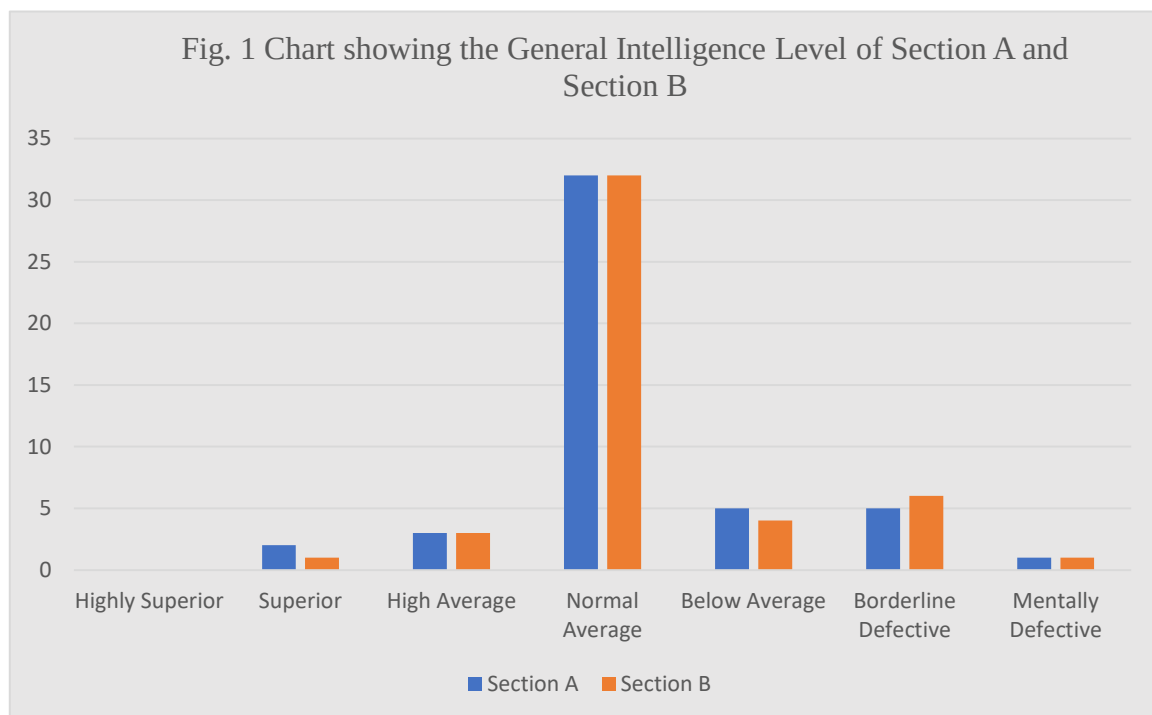
Pre-tests and post-tests, each consisting of 20 multiple-choice questions, were the research tools. The experimental group received ICT-based instruction, while the control group received traditional instruction. To assess learning gains, a post-test was given after the instructional period. With an average post-test score of 16.5/20 compared to the control group's 12.2/20, the experimental group's performance was clearly improved. The Motion topic saw the biggest improvement, which explains how well simulations explain abstract concepts. Feedback from participants also confirmed the ICT module's suitability for the extensive study through their insightful information about its effectiveness and usability.

Objective 2: To find out the general intelligence among two sections i.e. Class IX Section A and Section B of secondary school students studying in the same class.

A very important part of this research was to analyse if there was a difference in general intelligence in the control and experimental groups in the pre-intervention phase with the ICT-based intervention. Given that general intelligence may affect a learner's academic performance, balance had to be established between and within the groups in such a way that any difference caused due to chance in science achievement could conclusively be ascertained to the ICT module and not some hidden intelligence differences. For this purpose, General Intelligence Group Test was administered to two sections of studying class IX in Govt. High School. The result obtained through descriptive statistics as well as parametric (t-test).

Table 2: The General Intelligence Level of Section A and Section B (Descriptive Statistics):

Level of general Intelligence	Section A		Section B	
	No. of students	Percentage	No. of students	Percentage
Highly Superior	0	0	0	0
Superior	2	4.17%	1	2.14%
High Average	3	6.25%	3	6.38%
Normal Average	32	66.68%	32	68.03%
Below Average	5	10.41%	4	8.51%
Borderline	5	10.41%	6	12.80%
Defective				
Mentally	1	2.08%	1	2.14%
Defective				
Total	48	100%	47	100%



The distribution of general intelligence scores, as determined by the Group Test of General Intelligence (GGTI), between students in Section A and Section B is shown in Table 2 and Fig 1. The majority of students in Section A (N=48) (66.68%) are classified as having "Normal Average" intelligence, with smaller percentages falling into "Below Average" (10.41%) and "Borderline Defective" (10.41%) categories. Only a small portion fall into higher intelligence categories, with 4.17% being categorized as "Superior" and 6.25% as "High Average." None of them receive a score in the "Highly Superior" range, and only 2.08% are classified as "Mentally Defective."

Section B (N=47) also exhibits a parallel distribution, with 68.03% falling within the "Normal Average" range. Comparable trends can be seen in the remaining categories: 6.38% in "High Average," 2.14% in "Superior," 8.51% in "Below Average," and 12.80% in "Borderline Defective." No students are categorized as "Highly Superior," and 2.14% are categorized as "Mentally Defective," just like the control group.

With the greatest concentration in the "Normal Average" range and progressively fewer students in higher or lower classifications, the data shows that the intelligence profiles of the two groups are almost identical. A balanced baseline in cognitive

ability before intervention is suggested by the symmetry in distribution between groups. The low number of "Mentally Defective" cases and the lack of extreme outliers ("Highly Superior") further support the sample's homogeneity.

Objective:3- To compare the general intelligence between two sections (i.e. Class IX Section A and Section B) of students studying in the same class in different sections.

In order to find out whether there existed any difference between the two Sections i.e. A and B in terms of general intelligence, t-test was conducted and for this the following hypothesis has been formulated:

Hypothesis 1: There exists a significant difference in the general intelligence between Section A and Section B.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as "There exist no significant difference in the general intelligence between Section A and Section B."

Table 3. Comparison of the general intelligence level of Section A and Section B (t-test)

	N	Mean	DF	SD	t-value	Level of significance at 0.05
Section A	48	96.18	93	11.51	0.23	Not significant
Section B	47	95.10	93	12.78		

The statistical analysis presented in Table 3 compares the general intelligence levels between Section A (N=48) and Section B (N=47) using t-test. Section A showed a mean intelligence score of 96.18 (SD=11.51), while Section B has a marginally lower mean of 95.10 (SD=12.78). The calculated t-value of 0.23 with 93 degrees of freedom was found to be statistically non-significant at conventional levels ($p > 0.05$).

The null hypothesis (H_0) that there is no discernible difference in general intelligence between Section A and Section B is accepted as a result of this statistical result. Together with the non-significant t-value. The findings thus provide a solid foundation for comparing the effectiveness of the teaching methods between the two groups in subsequent analyses.

Objective 4: To compare the academic achievement in science between experimental and control group before experimental treatment

Before beginning an ICT-based science module, students took a pre-test consisting of 50 multiple-choice questions created by the teacher to gauge their baseline academic performance. The average pre-test score serves as a baseline for comparing the outcomes of the intervention with the learners' initial knowledge and comprehension of the subject.

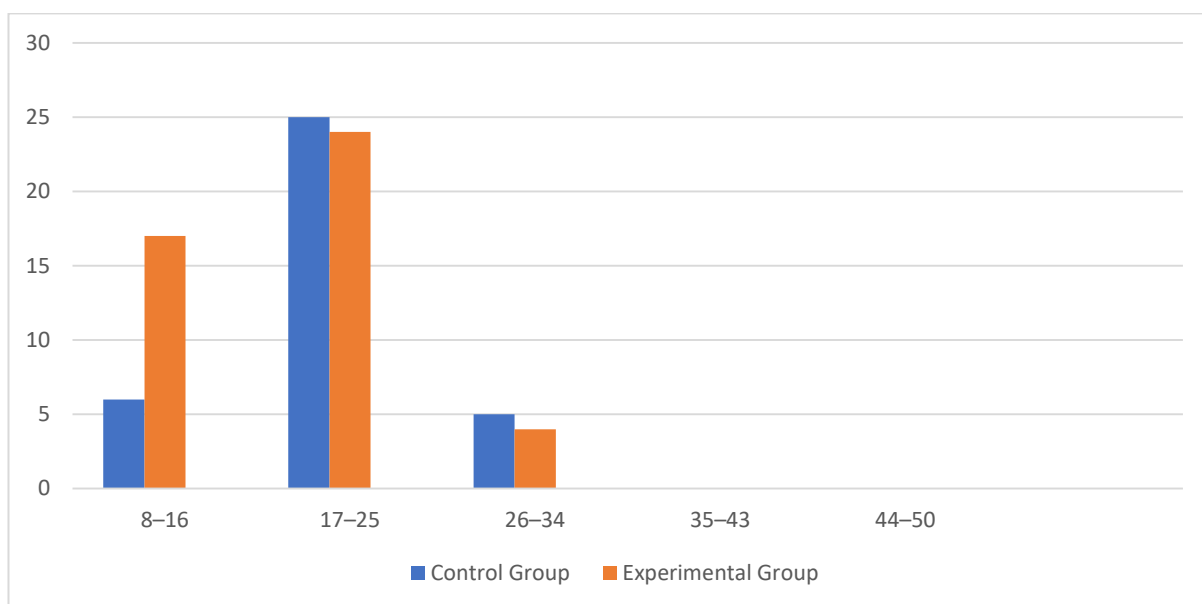
Descriptive statistics were used to summarize the initial trends, and graphs were used to show them. Afterward, a parametric t-test was utilized to statistically compare group means and ascertain the significance of observed differences, thereby corroborating the initial findings.

Table: 4. Comparison of the Scores of Academic Achievement Scores of Experimental and Control Group before Experimental Treatment (Descriptive statistics i.e. percentage)

Fig. 2. Chart showing the scores of Academic Achievement of Experimental and

Level of Academic Achievement	Range of scores	Control Group		Experimental Group	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	18	37.5%	17	51.10%
Moderate Performance	17–25	25	52.08%	24	38.30%
Average Performance	26–34	5	10.04%	4	10.60%
Above Average Performance	35–43	0	0 %	0	0%
Exceptional Performance	44–50	0	0%	0	0%
Total		48	100%	47	100%

Control Group before Experimental Treatment



The table 4 and chart 2 compares the academic scores of the Control and Experimental groups prior to any experimental treatment, utilizing five performance levels.

In the Control Group, 37.5% of students achieved scores in the "Low Performance" range (8–16), but the majority (52.08%) attained "Moderate Performance" (17–25). Merely 10.04% attained "Average Performance" (26–34), with no pupils in the superior categories.

The Experimental Group exhibits a comparable distribution: 38.30% in "Low Performance," 51.10% in "Moderate Performance," and 10.60% in "Average Performance," with no representation in the upper tiers.

Parametric test i.e. t-test is further used to determine if a statistically significant difference in scores existed between the experimental and control groups prior to the administration of the experimental treatment. For this purpose, a hypothesis is formed as the following:

Hypothesis 2: There exists a significant difference in the scores of experimental and control group on academic achievement in science before experimental treatment.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as “There exists no significant difference in the scores of Experimental and Control Group on academic achievement in science among secondary school students before experimental treatment.”

Table 5 Comparison of the scores of experimental and control group on academic achievement scores in science before experimental treatment.

	N	Mean	DF	SD	t-value	Level of significance at 0.05
Control	48	18.84	93	7.01	1.04	Not Significant
Experimental	47	17.68		7.93		

The statistical analysis presented in Table 5. directly tests the stated null hypothesis. The results show a t-value of 1.04 with 93 degrees of freedom, which is not statistically significant at either the 0.05 or 0.01 levels. This means that the observed difference between the Control group's mean score of 18.84 and the Experimental group's mean score of 17.68 is not large enough to be considered reliable; it is likely attributable to random chance rather than a true underlying difference between the groups.

Therefore, the null hypothesis is retained. We conclude that there is no significant difference in the academic achievement scores in science between the Experimental and Control groups before the experimental treatment was administered. This initial equivalence is a critical foundation for the study, as it ensures that any significant differences found after the experimental treatment can be more confidently attributed to the effect of the treatment itself, rather than to pre-existing differences in the students' academic capabilities. The groups are comparable at the outset.

Objective 5: To compare the scores of experimental and control group on science academic achievement after experimental treatment.

In order to obtain the most reliable results the following precautions were taken before conducting the quasi experiment:

- iv) The Experimental Group was seeded in the most isolated part of the school building i.e. the top floor of the building named ICT room.
- v) An inverter was installed for the room so as to ensure undisturbed power supply.
- vi) Upon gaining consent their textbooks were taken and kept away during the treatment.

The quasi experiment:

After consent was taken from the Headmaster of the School the quasi experiment was conducted in the following manner:

- vi) No. of days: 45 days each for both groups
- vii) No. of students in each class: Control Group = 48, Experimental Group = 47
- viii) No. of classes per day: 1 class each for Experimental and Control Group
- ix) No. of chapters taught: 6 chapters

Table 6 Day/date and topic taught during the 45 days of experiment

Day/Date	Topic Taught	Teaching method	
		Experimental (Use of ICT)	Control (Herbertian Method)
00 08.04.2024	Pre-test		
Chapter 1: Is Matter Around Us Pure?			Lesson plan and learning tool used in Herbertian approach for the control group have been attached in the appendices section.
1 09.04.2024	Introduction to Mixtures, Solutions, and their properties	• Olabs for creating mixtures and using separation techniques like chromatography or distillation. • Animations showing particle behaviour in solutions, suspensions, and colloids.	
2 10.04.2024	Exploring Suspensions, Colloids, and their Characteristics		
3 12.04.2024	Separation Techniques: Centrifugation and Chromatography		
4 15.04.2024	Separation Techniques: Distillation and Crystallization		
5 16.04.2024	Distinguishing between Physical and Chemical Changes		
6 17.04.2024	Chapter 1 Review and Problem-Solving Session		
Chapter 2: Atoms and Molecules			

7 18.04.2024	Historical Atomic Theories (Dalton, etc.)	• Olabs Modelers to build and visualize molecules. • Simulations demonstrating the laws of chemical combination and mole calculations.	
8 19.04.2024	Laws of Chemical Combination		
9 22.04.2024	Atomic Mass, Molecules, and Ions		
10 23.04.2024	Writing Chemical Formulae of Simple Compounds		
11 24.04.2024	Introduction to the Mole Concept		
12 25.04.2024	Calculations based on the Mole Concept		
13 26.04.2024	Chapter 2 Review and Problem-Solving Session		
Chapter 3: Force and Laws of Motion		• Animation of action-reaction forces and conservation of momentum. • Activity from clx module ‘run kitty run game’ demonstrating motion. • Help video from YouTube for self-study.	
14 29.04.2024	Introduction to Forces: Balanced and Unbalanced		
15 30.04.2024	Newton's First Law of Motion (Inertia)		
16 1.05.2024	Newton's Second Law of Motion and Calculations		
17 2.05.2024	Newton's Third Law of Motion (Action-Reaction)		
18 3.05.2024	Concept of Momentum and its Applications		

19 06.05.2024	Law of Conservation of Momentum		
20 07.05.2024	Chapter 3 Review and Problem-Solving Session		
Chapter 4: Why Do We Fall Ill?			
21 08.05.2024	Introduction to Health and Disease	• Interactive Diagrams of pathogens and vectors. • Clix module used in demonstrating germs and diseases. • YouTube video link for clearer understanding of the concept.	
22 09.05.2024	Differences between Acute and Chronic Diseases		
23 10.05.2024	Causes of Diseases: Infectious vs. Non-Infectious		
24 13.05.2024	Pathogens: Types and Examples		
25 14.05.2024	Disease Vectors and their Role		
26 15.05.2024	Principles of Disease Prevention		
27 16.05.2024	Treatment Methods: Vaccination and Antibiotics		
28 17.05.2024	Public Health Hygiene Measures		
29 20.05.2024	Chapter 4 Review and Case Study Discussion		
Chapter 5: Tissues			

30 21.05.2024	Introduction to Plant Tissues	✓ Diagrams and animation included in the video for better understanding of the different types of tissues ✓ YouTube videos and links are attached to enable better conceptual understanding of the topic taught.
31 22.05.2024	Meristematic Tissues: Structure and Function	
32 27.05.2024	Simple Permanent Tissues in Plants	
33 28.05.2024	Complex Permanent Tissues (Xylem & Phloem)	
34 29.05.2024	Introduction to Animal Tissues	
35 30.05.2024	Epithelial Tissues: Types and Functions	
36 03.06.2024	Muscular Tissues: Types and Functions	
37 04.06.2024	Connective Tissues: Types and Functions	
38 05.06.2024	Nervous Tissue: Neurons and their Function	
39 06.05.2024	Chapter 5 Review and Comparative Study	
Chapter 6: Diversity in Living Organisms		
40 10.06.2024	Basis of Classification and Hierarchy	✓ Animations and videos included alongside the PPT ✓ YouTube help link attached for self-study and revision.
41 11.06.2024	The Five-Kingdom System: Monera and Protista	

42 12.06.2024	The Five-Kingdom System: Fungi and Plantae		
43 13.06.2024	Detailed Study of Plantae (Major Divisions)		
44 18.06.2024	The Five-Kingdom System: Animalia (Major Phyla)		
45 19.06.2024	Final Review and Revision Session		
20.06.2024	Post-test		

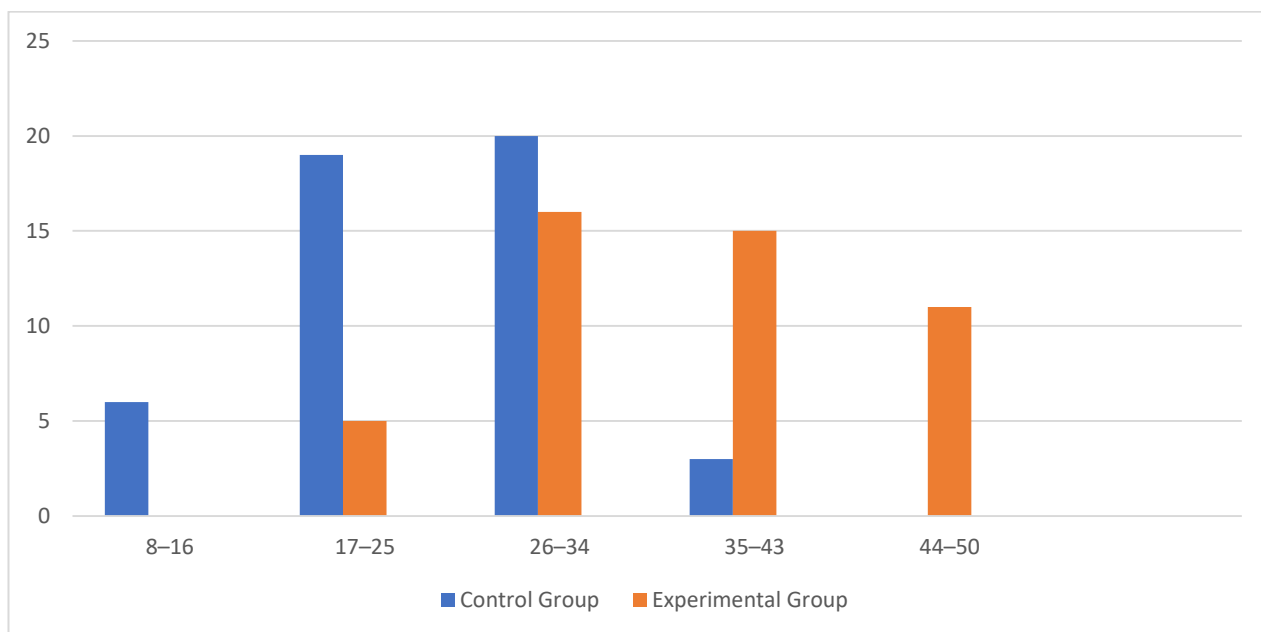
By contrasting the academic performance of an Experimental Group (exposed to an ICT module) with a Control Group (using conventional methods), this study examines the impact of an experimental teaching intervention on science achievement among secondary school students. The study investigates whether the intervention results in statistically significant gains in learning outcomes using pre-test and post-test assessments.

Descriptive statistics were used to summarize the initial trends, and graphs were used to show them. Afterward, a parametric t-test was utilized to statistically compare group means and ascertain the significance of observed differences, thereby corroborating the initial findings.

Table 7. Academic scores of experimental and control groups on academic achievement in science after experimental treatment (descriptive statistics)

Level of Academic Achievement	Range of scores	Control Group		Experimental Group	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	6	12.5%	0	0
Moderate Performance	17–25	19	39.5%	5	10.6%
Average Performance	26–34	20	41.7%	16	34.0%
Above Average Performance	35–43	3	6.3 %	15	31.9%
Exceptional Performance	44–50	0	4.17%	11	23.4%
	Total	48	100%	47	100%

Fig. 3. Graphical representation of academic achievement scores of experimental and control groups in science after Experimental Treatment.



In the above Table 6 and Fig 3 the information contrasts the distribution of academic performance between an experimental group (47 students) and a control group (48 students) on five levels of achievement. In the control group, the majority of students (41.7%) are in the Average Performance range (26–34), followed by Moderate Performance (17–25) at 39.5%, which shows the majority in mid-to-low ranges. Just 6.3% reach Above Average Performance (35–43), and none enter the Exceptional range (44–50). Of note, 12.5% fall under the category of Low Performance (8–16), indicating areas of improvement.

Conversely, the experimental group evidences a significant trend towards greater success. While Average Performance (26–34) is still the largest cluster (34%), 31.9% have achieved Above Average Performance (35–43), and 23.4% have achieved Exceptional Performance (44–50)—a far cry from the control group's 0%. A mere 10.6% fall in the Moderate category (17–25), and none fall in the Low category (8–16), indicating successful intervention.

The distribution of the experimental group is higher, with 55.3% (Above Average + Exceptional) exceeding the control group's 6.3%. The greater weight of the control

group on mid-range scores (81.2% in Moderate + Average) compared to the experimental group's 44.6% highlights the intervention's effect even more.

Parametric test i.e. t-test is further used to determine if a statistically significant difference in scores existed between the experimental and control groups after to the administration of the experimental treatment. For this purpose, a hypothesis is formed as the following:

Hypothesis 3: There exists a significant difference I n the scores of experimental and control group on academic achievement in science after experimental treatment.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as “There exists no significant difference in the scores of experimental and control group on academic achievement in science among secondary school students after experimental treatment.”

Table 8. Comparison of the academic achievement scores in science between experimental and control group after experimental treatment.

	N	Mean	DF	SD	t-value	Level of significance at 0.05
Control	48	25.79	93	7.01	6.60	Significant
Experimental	47	35.93		7.93		at 0.05 level

In comparison to the Control Group (N=48, mean=25.79, SD=7.01), the Experimental Group (N=47) showed a significantly higher mean score (35.93, SD=7.93). At the 0.01 significance level, an independent samples t-test produced a highly significant t-value of 6.60 (df=93), meaning that there was less than a 1% chance that this difference happened by accident.

The null hypothesis (Ho), according to which there is no discernible difference between the groups, is rejected in light of these findings.

Objective 6: To find out the effect of ICT on academic achievement in science among male secondary school students after experimental treatment.

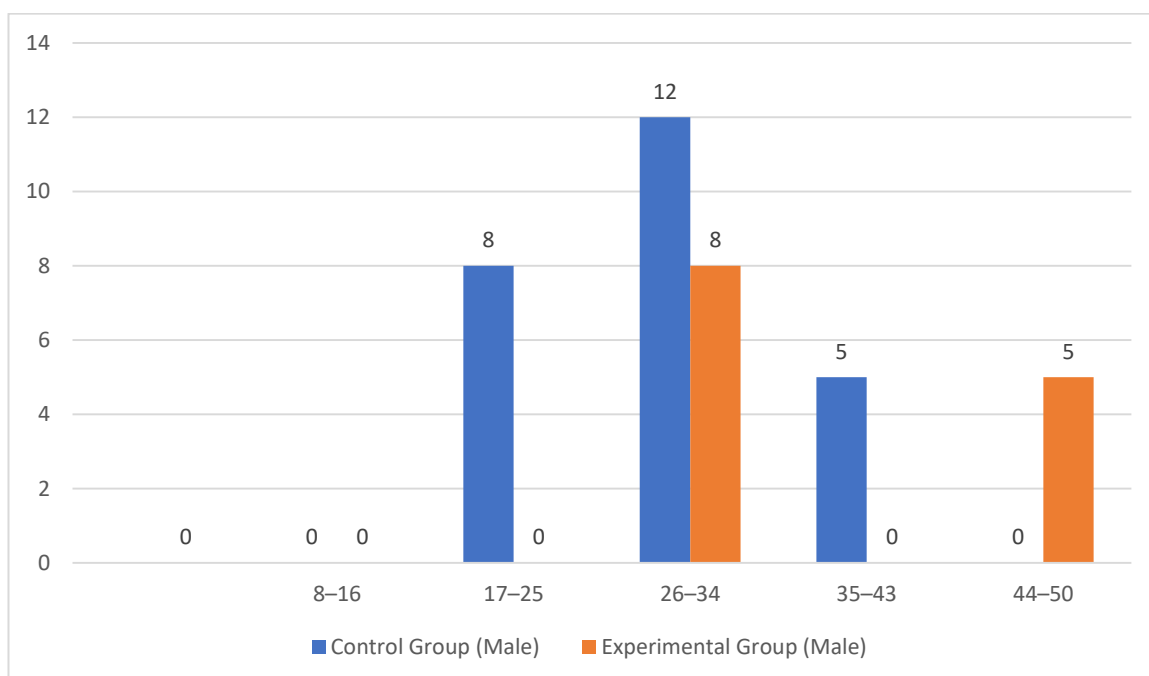
This study investigates whether using information and communication technology (ICT) improves male secondary school students' academic performance in science.

Descriptive statistics were used to summarize the initial trends, and graphs were used to show them. A parametric t-test was then utilized to statistically compare group means and ascertain the significance of observed differences, thereby corroborating the preceding findings.

Table 9. Use of percentage to show the academic achievement scores in science among male secondary school students after experimental treatment.

Level of Academic Achievement	Range of scores	Control Group		Experimental Group	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	0	0%	0	0%
Moderate Performance	17–25	8	32%	0	0%
Average Performance	26–34	12	48%	8	34.78%
Above Average Performance	35–43	5	20%	10	43.48%
Exceptional Performance	44–50	0	40%	5	21.74%
	Total	25	100%	23	100%

Fig. 4. Graphical representation of academic achievement scores in science among male secondary school students after experimental treatment.



The information in the above Table 9 and Fig 4 reflects the academic achievement among male students i.e. Control Group (25 students) and an Experimental Group (23 students). In the Control Group, no student was in the Low Performance (8–16) level, whereas 32% (8 students) were in Moderate Performance (17–25). Almost half (48%, 12 students) were in Average Performance (26–34), and 20% (5 students) in Above Average Performance (35–43). Most significantly, no student in this group scored Exceptional Performance (44–50).

Conversely, the Experimental Group similarly featured zero students in the Low or Moderate ranges. A lesser percentage (34.78%, 8 students) nevertheless fell within the Average range than within the Control Group. A much greater percentage (43.48%, 10 students) attained Above Average Performance, indicating enhanced performance in this group. Furthermore, 21.74% (5 students) attained Exceptional Performance, a classification wholly lacking within the Control Group.

The Experimental Group shows a movement towards higher performance levels, with fewer students in the Average range and more students in Above Average and

Exceptional ranges. This shows a possible positive effect of the experimental treatment, as the students in this group were likely to score higher. The elimination of Low and Moderate performers from both groups indicates consistent baseline, while the Experimental Group's more robust presence in upper tiers indicates its relative success. Data highlights an evident divergence in results, with the Experimental Group demonstrating improved academic achievement over the Control Group.

T-test is further use to compare the mean and find out the significant difference between the two groups and for this purpose a hypothesis has been formed as below:

Hypothesis 4: There exists a significant difference in the effect of ICT on academic achievement in science among male secondary school students after experimental treatment.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as “There exists no significant difference in the effect of ICT on academic achievement in science among male secondary school students after experimental treatment.”

Table 10. Comparison of the effect of ICT on academic achievement in science among male secondary school students after experimental treatment

Male	N	Mean	DF	SD	t-value	Level of significance at 0.01 level
Control Group	25	27.64	46	6.78	4.35	Significant
Experimental Group	23	37.86		7.33		

Following experimental treatment, the data in Table10. compares the impact of ICT on male secondary school students' academic performance in science. The average academic achievement score of the 25 students in the control group was 27.64, with a standard deviation (SD) of 6.78. The experimental group, which included 23 students, on the other hand, demonstrated a noticeably higher mean score of 37.86 with an SD of 7.33. The computed t-value was 4.35, which was significant at the 0.01 level, and the degrees of freedom (DF) for both groups were 46. At a 99% confidence level, this suggests that there is a statistically significant difference between the two groups. Male secondary school students' academic achievement in science was positively and statistically significantly impacted by the use of ICT, as evidenced by the experimental group's higher mean score (37.86) than the control group's (27.64).

The null hypothesis was rejected, suggesting that the ICT-assisted experimental treatment successfully improved the academic performance of the students.

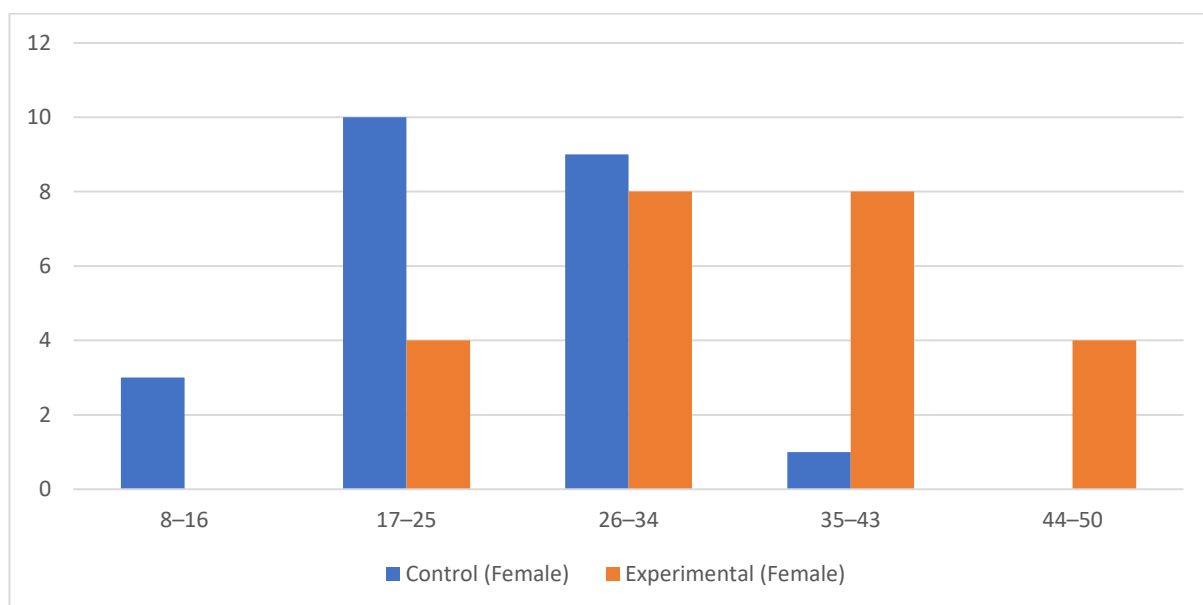
Objective 7: To find out the effect of ICT on academic achievement in science among female secondary school students after experimental treatment.

This objective aims to investigate the effect of ICT on academic achievement in science among female secondary school students after experimental treatment. By comparing the performance of an experimental group exposed to ICT-based learning with a control group, the research seeks to determine whether ICT enhances science learning outcomes for female students. Descriptive statistics were utilized to summarize the first trends, which were then displayed using graphs. A parametric t-test was employed to statistically compare group means and determine the significance of observed differences, so validating the previous findings.

Table 11. Academic Achievement scores in science among female secondary school students after experimental treatment.

Level of Academic Achievement	Range of scores	Control Group		Experimental Group	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	3	13.04%	0	0%
Moderate Performance	17–25	10	43.48%	4	16.67%
Average Performance	26–34	9	39.13%	8	33.33%
Above Average Performance	35–43	1	4.35%	8	33.33%
Exceptional Performance	44–50	0	0%	4	16.67%
	Total	23	100%	24	100%

Fig. 5 Graphical representation of academic achievement scores in science among female secondary school students after experimental treatment.



The data in Table 11 provide a comparison between science academic achievement scores for a control group (23 students) and an experimental group (24 students) after an experimental treatment. For the control group, 13.04% (3 students) had scores in the Low Performance range (8–16), but none of the students in the experimental group had scores in this range. For the Moderate Performance range (17–25), the control group registered 43.48% (10 students), while the experimental group decreased significantly to 16.67% (4 students). For the Average Performance level (26–34), the control group registered 39.13% (9 students), and the experimental group recorded a marginal decrease at 33.33% (8 students). The greatest difference can be seen between the higher performance levels. For the Above Average Performance range (35–43), the control group contained a meager 4.35% (1 student), whereas the experimental group reflected a significant increase to 33.33% (8 students). Likewise, for the Exceptional Performance range (44–50), the control group had no students, while the experimental group had 16.67% (4 students) attaining this level.

To determine whether the differences between the groups were statistically significant, a t-test was performed and for this purpose a hypothesis was formed again as below:

Hypothesis 5: There exists a significant difference in the effect of ICT on academic achievement in science among female secondary School Students after experimental treatment.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as “There exists no significant difference in the effect of ICT on academic achievement in science among female secondary school students after experimental treatment.”

Table: 12. Comparison of the effect of ICT on academic achievement in science among female secondary school students after experimental treatment

Female	N	Mean	DF	SD	t-value	Level of significance
Control Group	23	23.78	45	8.20	4.66	Significant at 0.01 level
Experimental Group	24	34.08		6.84		

The data in Table 12. compares the effects of ICT on the academic achievement of female secondary school students in science between an experimental group and a control group. With a standard deviation (SD) of 8.20, the 23 students in the control group had an average academic achievement score of 23.78. The experimental group, comprising 24 students, demonstrated a significantly higher mean score of 34.08 with an SD of 6.84. The results were considered statistically significant at the 0.01 level with 45 degrees of freedom (DF) and a calculated t-value of 4.66.

The null hypothesis (Ho) states that ICT has no discernible effect on the academic achievement of female secondary school students in science. However,

the high t-value (4.66) at the significance level of 0.01 indicates that the two groups differ significantly.

Objective 8: To compare the effect of ICT on academic achievement in science between male and female secondary school students after experimental treatment.

This objective compares the impact of ICT on science academic performance between male and female secondary school students following experimental treatment. In order to provide insights for specialised teaching methods, the research aims to ascertain whether gender significantly influences the results of ICT-based learning by examining post-intervention performance data.

Percentages were used to show the first trends and graphs to sum them up. We used a parametric t-test to statistically compare the means of the groups and see how significant the differences were, which confirmed the previous results.

Table 13. Academic achievement Scores of male and female secondary school students in science after experimental treatment (descriptive statistics)

Level of Academic Achievement	Range of scores	Male		Female	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	0	0%	0	0%
Moderate Performance	17–25	0	0%	4	16.67%
Average Performance	26–34	8	34.78%	8	33.33%
Above	35–43	10	43.48%	8	33.33%

Average Performance					
Exceptional Performance	44–50	5	21.74%	4	16.67%
Total		23	100%	24	100%

Fig. 6. Graphical representation of academics achievement scores of male and female secondary school students in science after experimental treatment.

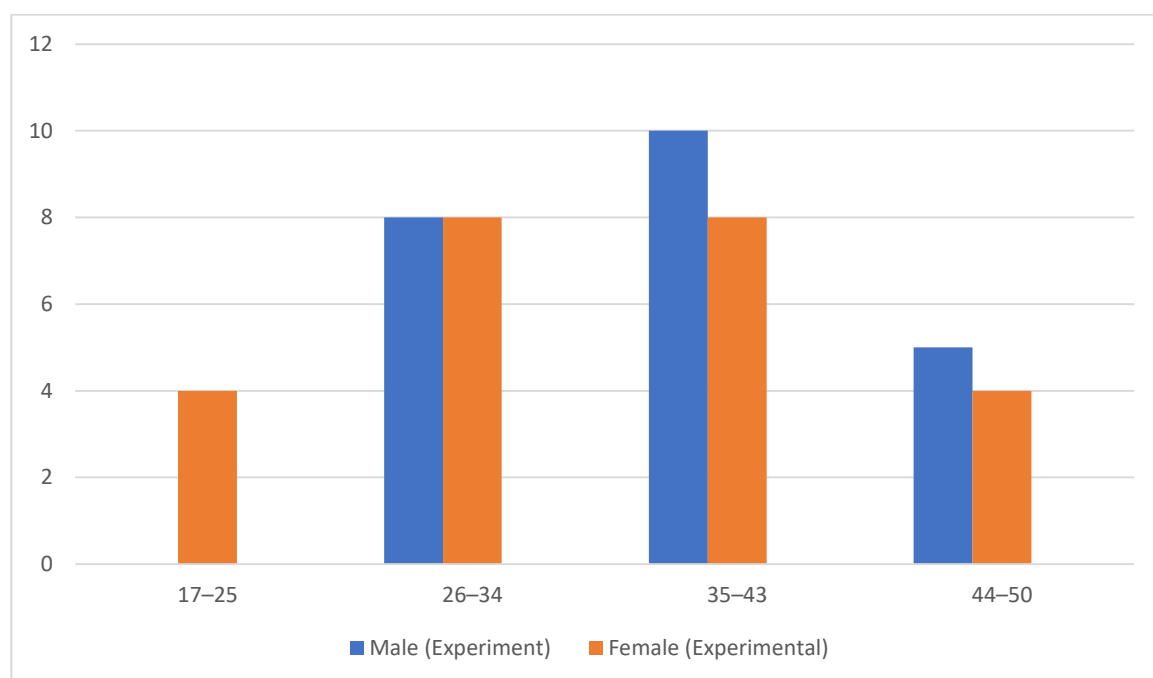


Table 13 and Fig.6 shows the distribution of academic achievement scores in science among male and female secondary school students following an experimental treatment, categorized into five score ranges.

The findings compare the academic achievement scores in science of male (23 students) and female (24 students) secondary school students after an experimental treatment. Both male and female students received zero points in the Low Performance category (8–16). No male students (0%) fell into the category of Moderate Performance (17–25), whereas four female students (16.67%) did. Male students made up 34.78% (8 students) of the Average Performance group (26–34),

which was very near to the female students' 33.33% (8 students). A higher proportion of male students (43.48%, or 10 students) than female students (33.33%, or 8 students) were found in the Above Average Performance (35–43). 21.74% (5 students) of male students and 16.67% (4 students) of female students attained Exceptional Performance (44–50).

These trends are visually highlighted by the graphical display (Fig. 4.7.1), which shows the distribution of scores for both males and females in terms of performance levels. With a total of 65.22% (15 students) in the Above Average and Exceptional levels, male students' inclination towards upper performance categories was more pronounced than that of female students, who made up 50% (12 students). In contrast to the female group, which has 16.67% of students stuck in the Moderate level, there are fewer male students in the Low and Moderate levels.

To statistically support the observed differences between the two groups, a parametric t-test was employed, following descriptive statistics and graphical representation. A hypothesis is formulated as below for this purpose:

Hypothesis 6: There exists a significant difference in the effect of ICT on academic achievement in science between male and female secondary school students after experimental treatment.

In order to prove or disprove the above hypothesis it is converted into null hypothesis (H_0) stated as “There exists no significant difference in the effect of ICT on academic achievement in science between male and female secondary school students after experimental treatment”.

Table 14 Comparison the effect of ICT on academic achievement in science between male and female secondary school students after experimental treatment.

Gender	N	Mean	DF	SD	t-value	Level of significance at 0.05 level
Male	23	37.86	45	8.20	1.34	Not
Female	24	34.08		7.33		significant

After experimental treatment, the data in Table 14. compares the effect of ICT on science academic achievement between male and female secondary school students. The mean score for the male group (N=23) was 37.86 with an SD of 8.20, and the mean score for the female group (N=24) was 34.08 with an SD of 7.33. With 44 degrees of freedom (DF) and a computed t-value of 1.34, the results were deemed statistically not significant at standard levels (0.01 or 0.05).

The null hypothesis (Ho) stated that there exists no significant difference in the effect of ICT on academic achievement between male and female students. However, the results indicate that the observed difference in mean scores (37.86 vs. 34.08) is not statistically significant, as the t-value (1.34) is lower than the critical t-values

.

Major findings and Discussion, Recommendations and Suggestions

4.1 Major findings

Objective 1: To develop a module for teaching science with the help of ICT.

- An ICT-based module named "*e-science insight*" was successfully developed, aligned with the MBSE Class IX syllabus.

- The module covered 6 chapters, broken down into 15 structured lessons featuring interactive PowerPoints with animations, integrated videos, and dynamic diagrams.
- The module was hosted on a dedicated e-learning platform ([E-Science Insight](#)) with secure logins, organized navigation, and automated assessments.
- The module and accompanying achievement test underwent rigorous validation by a panel of 8 experts (MBSE authorities and experienced teachers).

Objective 2: To find out the general intelligence among two sections i.e. Class IX Section A and Section B of secondary school students studying in the same class.

- The distribution of general intelligence scores across categories (Highly Superior to Mentally Defective) was almost identical for the Control (N=48) and Experimental (N=47) groups.

Objective 3: To compare the general intelligence between two sections (i.e. Class IX Section A and Section B) of students studying in the same class in different sections

- The mean intelligence score for Section A (96.18, SD=11.51) was not significantly different from the mean score of the Section B (95.10, SD=12.78).
- An independent samples t-test confirmed this, yielding a non-significant t-value ($t(93) = 0.23, p > 0.05$).
- Conclusion: The null hypothesis was accepted. The two groups were equivalent in terms of general intelligence before the intervention, establishing a strong baseline for comparing the effects of the subsequent teaching methods.

Objective 4: To compare the academic achievement of experimental and control group in science before experimental treatment.

To establish a valid baseline for comparing the effects of the ICT module, the academic achievement in science of the Control and Experimental groups was assessed using a 50-item pre-test before the intervention began.

- The Control Group (N=48) had a mean pre-test score of 18.84 (SD=7.01), while the Experimental Group (N=47) had a mean pre-test score of 17.68 (SD=7.93).
- An independent samples t-test found this difference to be statistically non-significant ($t(93) = 1.04, p > 0.05$).
- The distribution of students across performance levels (Low, Moderate, Average) was nearly identical for both groups, with the majority in both groups scoring in the "Moderate Performance" range.
- Conclusion: There was no statistically significant difference in science achievement between the Control and Experimental groups before the experimental treatment. This confirms the groups were equivalent at baseline, ensuring that any post-intervention differences can be confidently attributed to the effect of the ICT.

Objective 5: To compare the academic achievement scores of the experimental and control group after treatment.

- The Experimental Group (N=47) demonstrated a dramatically higher mean post-test score (35.93, SD=7.93) compared to the Control Group (N=48, mean=25.79, SD=7.01).
- The mean difference of 10.14 points was found to be highly statistically significant ($t(93) = 6.60, p < 0.01$).
- The score distribution shifted profoundly: 68.09% of the Experimental Group scored above 30, compared to only 29.17% of the Control Group. Notably, 40.43% of the Experimental Group reached the top score bracket (41-50), versus just 4.17% of the Control Group.

- Conclusion: The null hypothesis was rejected. The ICT-based intervention resulted in a significant and substantial improvement in science academic achievement.

Objective 6: To find out the effect of ICT on academic achievement in science among male students after experimental treatment.

- Male students in the Experimental Group (N=23) achieved a significantly higher mean score (37.86, SD=7.33) than male students in the Control Group (N=25, mean=27.64, SD=6.78).
- This difference was statistically significant ($t(46) = 4.35, p < 0.01$).
- The score distribution showed a strong positive shift, with 47.83% of experimental males scoring in the highest bracket (41-50) compared to only 4% of control males.
- Conclusion: The ICT intervention had a statistically significant positive effect on science achievement for male secondary school students.

Objective 7: To find out the effect of ICT on academic achievement in science among female students after experimental treatment.

- Female students in the Experimental Group (N=24) achieved a significantly higher mean score (34.08, SD=6.84) than female students in the Control Group (N=23, mean=23.78, SD=8.20).
- This difference was statistically significant ($t(45) = 4.66, p < 0.01$).
- The score distribution showed a notable improvement, with 62.5% of experimental females scoring in the 31-50 ranges, compared to only 13.05% of control females.
- Conclusion: The ICT intervention had a statistically significant positive effect on science achievement for female secondary school students.

Objective 8: To compare the effect of ICT on academic achievement in science between male and female students after experimental treatment.

- The mean post-test score for males in the Experimental Group (37.86, SD=8.20) was slightly higher than for females (34.08, SD=7.33), this difference was not statistically significant ($t(45) = 1.34, p > 0.05$).
- Conclusion: The null hypothesis was accepted. There was no significant difference in the effectiveness of the ICT-based intervention on science academic achievement between male and female secondary school students. The module was equally beneficial for both genders

5.2 Discussions:

Discussion on development a module for teaching science with the help of ICT.

The systematic development of the ICT-based module, involving content selection from the MBSE syllabus, creation of interactive digital lessons, deployment on a dedicated e-learning platform (<https://elyn-escience.web.app/#/auth/login>), and rigorous validation by subject experts, represents a robust and replicable model for educational resource development. This process aligns with best practices advocated in numerous studies. The use of PowerPoint and integrated videos to cater to visual and auditory learners echoes the successful early use of multimedia by Singh & Agarwal (2014) and the more advanced simulations developed by Wieman & Perkins (2015) with PhET. The structured, bite-sized lessons are consistent with the principles of Skinner's (1958) teaching machines, emphasizing self-paced learning. Furthermore, the platform's inclusion of automated post-test assessments aligns with the findings of Gupta & Joshi (2018), who established the critical role of technology-enabled formative assessment in bolstering long-term memory retention. The expert validation phase is a particularly strong aspect, ensuring content accuracy and pedagogical soundness, a step that is sometimes overlooked but is essential for the credibility and effectiveness of any educational intervention. The successful tryout phase, which showed promising results (Experimental group: 16.5/20 vs Control: 12.2/20), provided preliminary evidence of the module's viability and directly informed the main study, mirroring the iterative, design-based research methodologies employed by Linn (1994) and Roschelle et al. (2000).

Discussion on comparison the general intelligence between two sections of Class IX (Section A and Section B)

The findings for Objective 1 confirmed the null hypothesis, indicating no statistically significant difference in general intelligence between Section A ($M=96.18$, $SD=11.51$) and Section B ($M=95.10$, $SD=12.78$) groups ($t(93)=0.23$, $p>0.05$). This careful matching is a fundamental strength of the experimental design, as it ensures that any subsequent differences in academic achievement can be more confidently attributed to the ICT intervention rather than to pre-existing cognitive disparities.

Discussion on comparison the academic achievement in science between Experimental and Control Group before Experimental Treatment

The baseline assessment of science achievement revealed a concerning picture, with a overwhelming majority of students (64.21%) scoring in the 11-20 range out of 50, and another 28.42% in the 21-30 range. Critically, no student scored above 30, indicating a severe ceiling effect and a significant gap in science proficiency among the sampled population. This finding is a crucial piece of the puzzle, as it establishes the pressing need for effective pedagogical interventions in the region. This pattern of moderate-to-low baseline achievement resonates with studies that point to systemic challenges in science education. The findings indirectly support the observations of Verma and Singh (2016), who found that urban students outperformed their rural counterparts, suggesting that geographic and resource disadvantages can impact overall achievement. Similarly, the studies referenced in the review of literature that highlight the correlation between SES and academic performance (Patel & Rao, 2015; Mehta & Iyer, 2019) provide a framework for understanding the low baseline scores not as a lack of student potential, but potentially as a reflection of broader systemic issues related to educational quality, resource allocation, and socio-economic support in the region. The absence of high achievers underscores the urgency for innovative teaching methods that can elevate the entire cohort's performance, setting the stage for the ICT intervention.

Discussion on comparison the academic achievement scores of the Experimental and Control Group after treatment.

The results for this objective provide powerful evidence for the positive impact of the ICT-based module on science achievement. This finding is overwhelmingly supported by a vast body of literature from both India and abroad. It aligns with the early experimental work of Singh & Agarwal (2014) in Rajasthan, who found significantly higher scores in their multimedia group, and with the meta-analysis of Kulik et al. (1983), which established an average positive effect size for computer-based instruction. The results are reinforced by more studies like Nair & Menon (2019) in Kerala, who found greater conceptual gains with digital tools, and Choudhary & Saxena (2021) whose "Digital Haryana" initiative showed significant score increases. Internationally, the works of Dori & Belcher (2005) on interactive simulations and Linn et al. (2003) on the Web-Based Inquiry Science Environment (WISE) further corroborate that well-designed technology integration leads to substantial learning gains. The dramatic shift in the score distribution for the Experimental group, with 40.43% of students in the highest bracket (41-50) compared to only 4.17% in the Control group, demonstrates that the intervention did not just cause a marginal improvement but enabled a significant portion of the class to achieve mastery-level understanding, effectively shattering the ceiling effect observed in the pre-test.

Discussion on the effect of ICT on academic achievement among male and female students.

The analysis disaggregated by gender revealed that the ICT intervention was highly effective for both groups. Male students in the Experimental group ($M=37.86$, $SD=7.33$) significantly outperformed their Control group counterparts ($M=27.64$, $SD=6.78$) with a t -value of 4.35 ($p<0.01$). Similarly, female students in the Experimental group ($M=34.08$, $SD=6.84$) showed a significant improvement over the Control group ($M=23.78$, $SD=8.20$) with a t -value of 4.66 ($p<0.01$). The slightly higher mean score for males (37.86 vs. 34.08) was not statistically significant, but the key finding is that both genders benefited substantially.

These results find strong support in studies that report positive outcomes for both genders using ICT. The work of Kuhlemeier & Hemker (2007) in the Netherlands directly aligns with this, finding no substantial gender differences in the benefits gained from ICT. Similarly, Scherer & Siddiq (2015) concluded that the relationship between ICT literacy and achievement was stable across genders. The findings also resonate with Joshi (2008) in India, who found that simulations effectively eliminated the pre-existing achievement gap between males and females.

Discussion on comparison the effect of ICT on academic achievement between male and female students.

The comparison between the post-intervention scores of male ($M=37.86$, $SD=8.20$) and female ($M=34.08$, $SD=7.33$) students in the Experimental group revealed a non-significant difference ($t(45)=1.34$, $p>0.05$). This is a profoundly important finding, as it indicates that the ICT intervention was an equitable pedagogical tool, effectively bridging any pre-existing performance gaps and ensuring that both male and female students progressed equally.

However, this finding of equal benefit stands in contrast to a significant strand of literature that highlights gendered differences in interaction with technology. Studies like Volman & van Eck (2001) and Iyer (2017) suggest that software type and pedagogical approach (competitive vs. collaborative) can disproportionately engage one gender. Sharma (2001) noted that male students often initial higher confidence and achievement with technology due to greater prior exposure. Gupta (2010) even found that a large-scale ICT initiative in India had a marginally greater effect on boys, attributing it to on-the-ground realities like boys dominating lab equipment. The fact that the current study found such strong and equal gains for both genders suggests that the design of the module—likely its multimedia, visual, and self-paced nature—was particularly effective in engaging female students.

5.3 Educational implications of the study:

Based on the major findings of the study, several educational implications can be withdrawn for the improvement of academic achievement using among secondary school students and some are indicated as below:

Enhanced Learning Outcomes: The research points out that the integration of ICT into science education has a favourable effect on the academic performance of learners. So, the application of ICT tools in science classes can lead to better comprehension, memory, and use of scientific ideas by students.

Teaching Methodologies: ICT is a factor that brings about a change from the traditional teaching methods to the more interactive, student-centered ones. This can create a scenario where the students are not only involved deeply but also actively learning and being creative, thus making the process of learning science more effective and fun.

Teacher Training: It is a must that teachers undergo training on the effective use of technology in pedagogy to reap the full benefits of ICT. The focus of the professional development programs should be on providing ICT skills and strategies specific to science education.

Curriculum Development: It is necessary that school curricula make room for ICT resources and activities that are in line with the learning goals in science. This combination not only caters to different learning styles but also assists in making scientific knowledge more approachable through simulations, virtual labs, and multimedia.

Resource Allocation: The people who make educational policies must guarantee that secondary schools have the necessary infrastructure for ICT-based teaching and learning in science such as computers, internet access and software.

5.4 Recommendations based on findings of the study:

7. **Recommendation based on realisation of first objective:** Based on the experience of the researcher, it is strongly recommended for a government investment in ICT development. Since development of ICT tools can be time consuming as well as expensive, it may be recommended that, in view of the positive results obtained through its usage, the Government invests a good amount for the employment of subject experts and computer specialists to work in a collaborative effort to bring out the most competitive ICT based tool for various subjects and levels of education.
8. **General intelligence testing for different levels of education:** It is highly recommended that general test of intelligence be conducted for the whole state so as to find out what students' need in terms of remedial classes. Depending on the different areas of general intelligence it will be possible to witness the strengths and weaknesses of students in different subjects for the whole population.
9. **Further experimental research on diverse learning tools:** More experimental studies using different learning tools is recommended so as to understand the impact it can have on the academic achievement of learners. This can be done using different experimental designs depending on the tools used for the study.
10. **Development of localized digital content in Mizo language:** In order to increase the learning efficiency of the students it is also recommended that localised digital content in Mizo language be created through collaboration between the state, teachers, and technical partners.
11. **Using ICT as an evaluation tool:** Evaluation of students learning and progress can be a difficult task especially in a large number of students. Through this experiment where evaluation of the experimental students was one through ICT, it was found that ICT aided evaluation could be effective and accurate. Therefore, a proper and systematically developed ICT tool can serve as an efficient tool to record and evaluate students' performance as required by the evaluator.

12. **Academic performance unbound by gender:** In contrast to common belief where male students are expected to show better performance, in the present study, both male and female secondary school students showed a significantly equal response to the experiment. The recommendation based on this is for teachers, parents and any stakeholder in education to take steps at one's own level to disseminate the information that female students are not inferior to male students in terms of academic ability and vice versa.

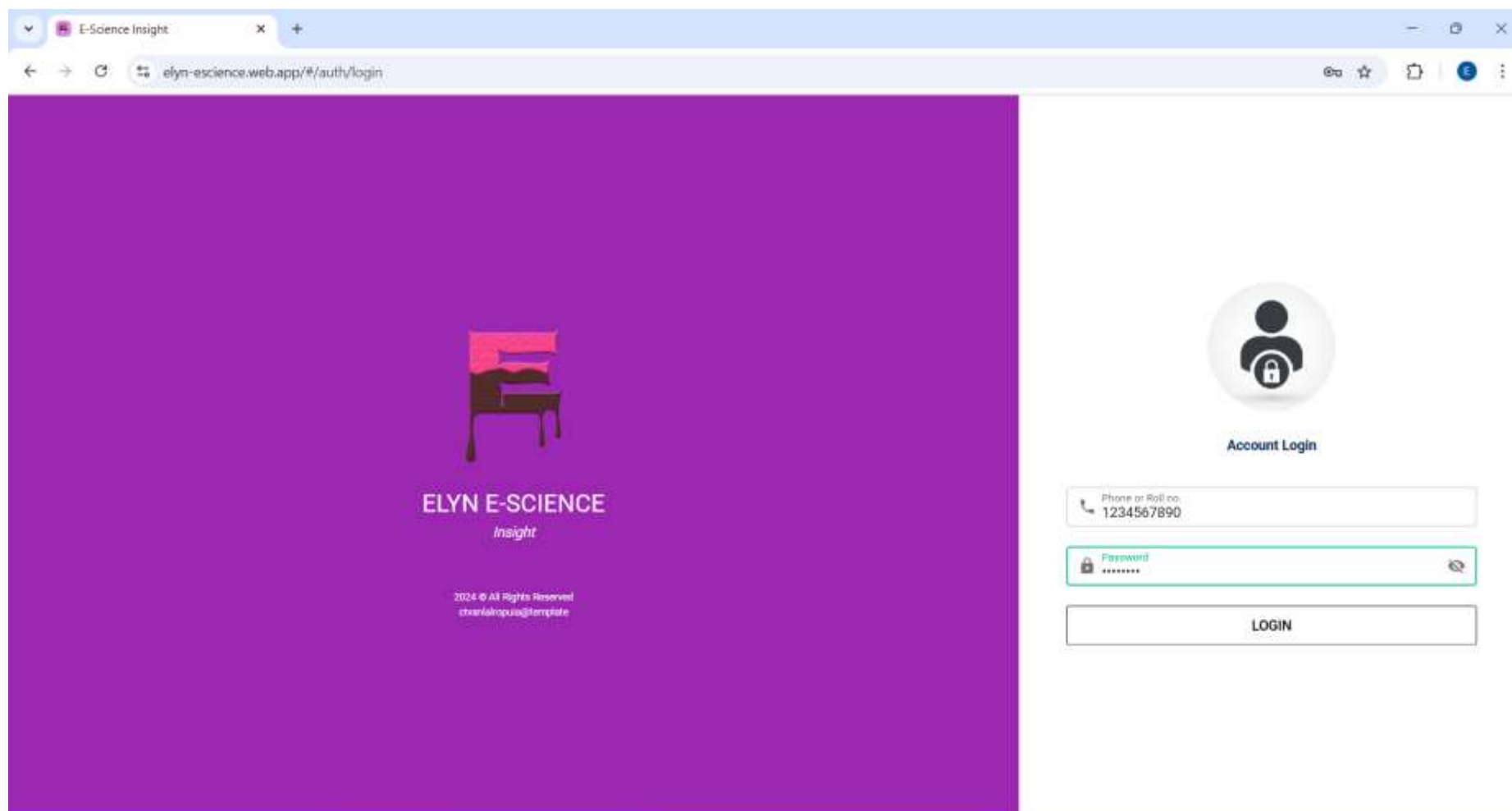
5.5. General recommendations:

5. **Access and equity:** ICT for teaching and learning process has been proven to be effective in many researches, therefore it is recommended that all students, even those from economically backward group and rural areas have access to different types of open educational resources available online and offline.
6. **Proper supervision of ICT tools provided:** The government has provided different ICT tools to several schools through various centrally sponsored schemes. It is necessary to ensure that the tools and infrastructure provided are utilized to the full by schools. Besides supervision, it is also recommended that the extent to which ICT impacts teaching and learning may also be investigated.
7. **Teacher development programme on ICT:** Though there are many available resources available for teaching and learning, most teachers lack the skills to utilize ICT tools. So, it is highly recommended that there are programmes organized by concern authorities at different level to enable teachers to make use of OERs available in different platforms.
8. **Sensitization of parents on online learning:** With the advancement brought about by technology, there are cases in which traditional method of learning is not applicable for all lessons or subjects. It is necessary that parents are aware of the different learning tools available online to help their wards or children in the learning process.

5.6 Suggestions for further research:

6. Evaluate the impact of ICT on the improvement of student engagement, motivation, and attitude towards learning sciences.
7. Investigate the difficulties met by schools, teachers, and students in applying ICT in science education, including infrastructural, technical, and pedagogical challenges.
8. Evaluate the impact of different ICT tools and platforms on learning outcomes in comparison to one another.
9. Analyze the extent to which the socioeconomic status of students affects the use, accessibility, and academic advantages of ICT in learning science.
10. Investigate the impact of ICT in secondary science education on learners' interest, self-assurance, and choice of STEM carrier.

APPENDICES-1

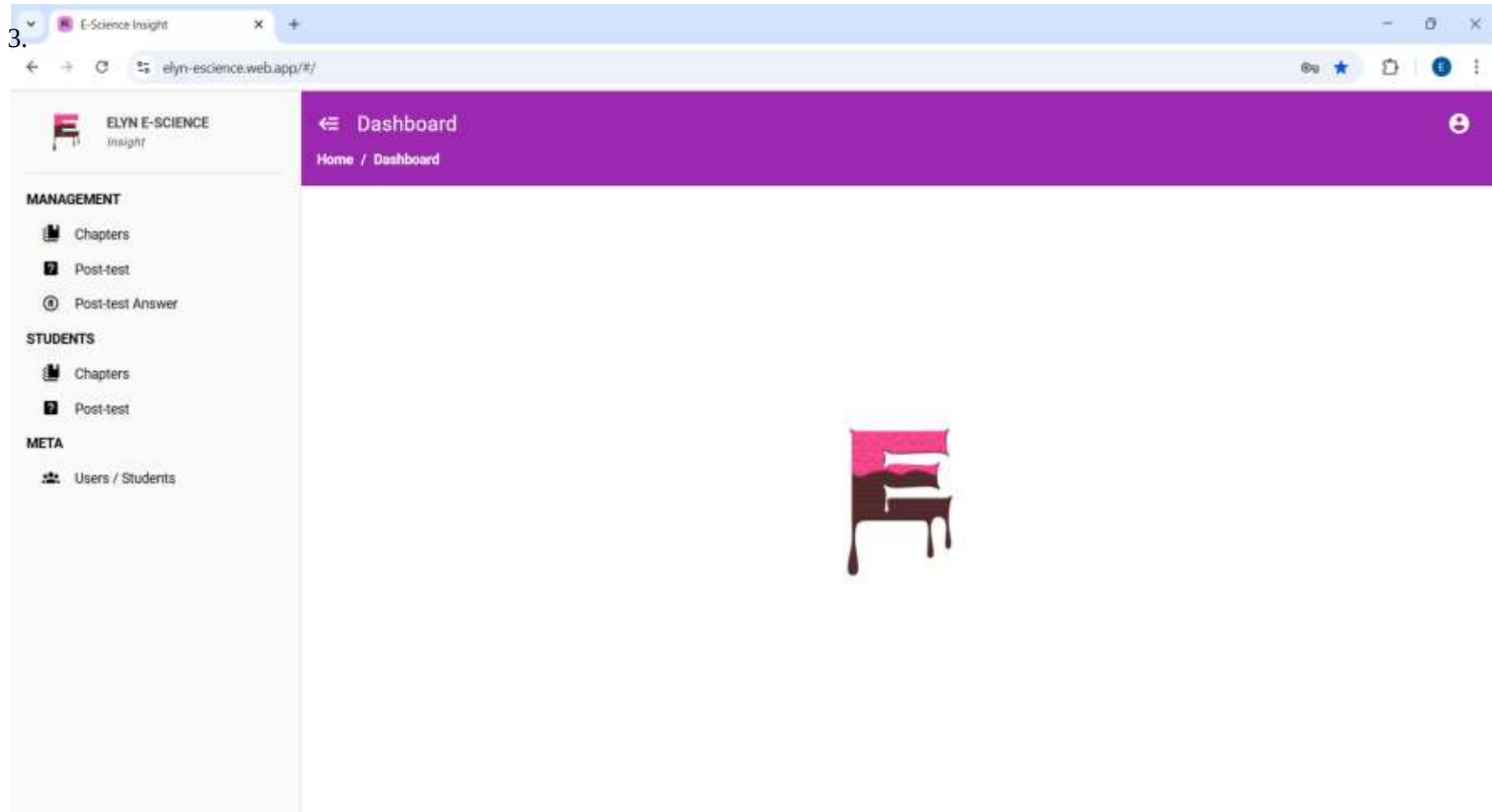
1. Login page of Elyn E-Science *Insight*

The screenshot shows a web browser window with the address bar displaying "elyn-esience.web.app/#/auth/login". The page is titled "E-Science Insight" in the browser tab. The main content area is divided into two sections:

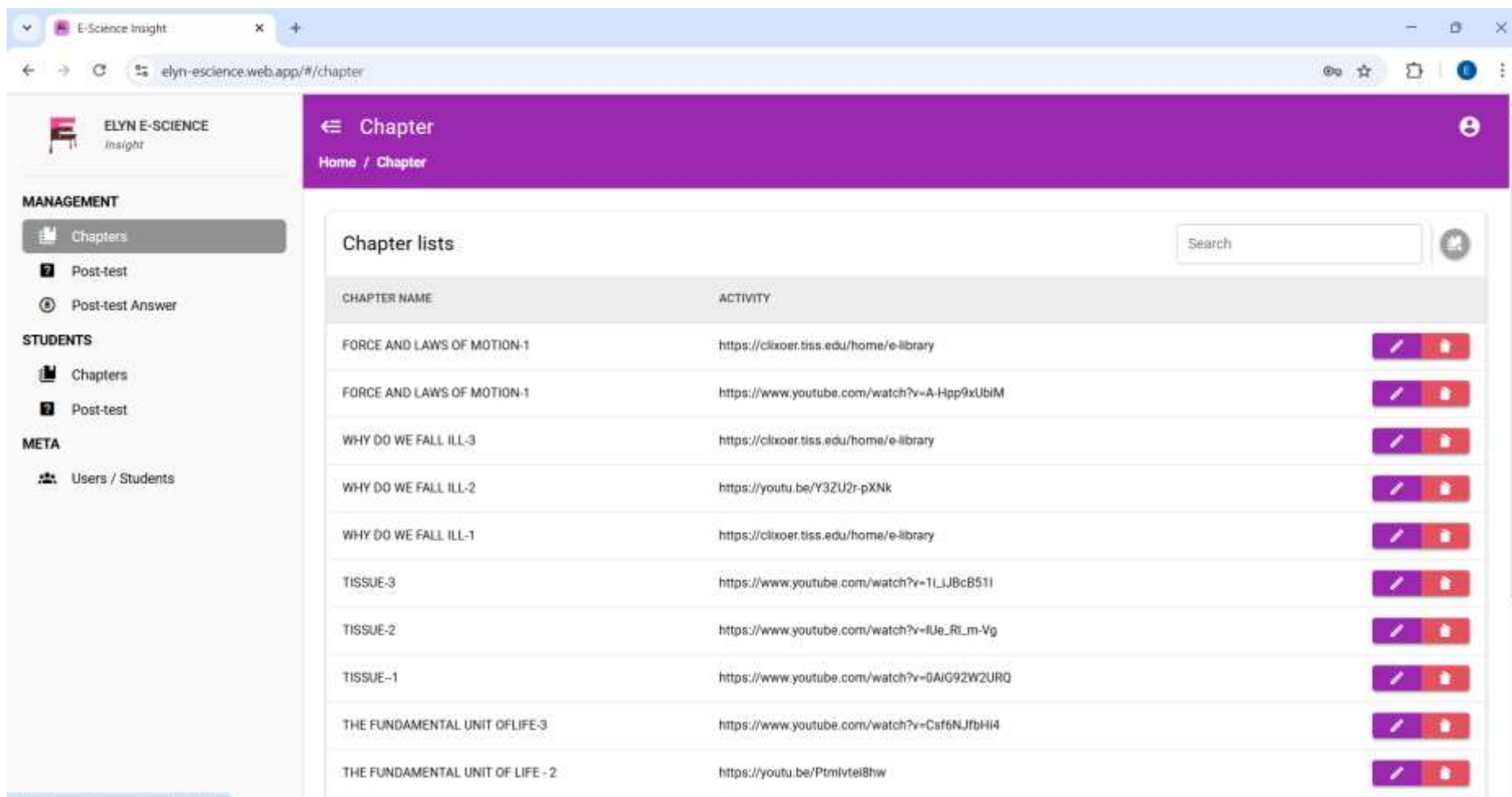
- Left Section (Purple Background):** Features the Elyn E-Science logo, which consists of a stylized chair with a red cushion. Below the logo, the text "ELYN E-SCIENCE" is displayed in white, followed by "Insight" in a smaller, italicized font. At the bottom, there is a copyright notice: "2024 © All Rights Reserved" and an email address: "ctvanlakpua@terngate".
- Right Section (White Background):** Contains the login form. It starts with a circular icon of a person with a lock, labeled "Account Login". Below this are two input fields: "Phone or Roll no." with the value "1234567890" and "Password" with a masked value "*****". A "LOGIN" button is positioned below the password field.

2. Home page

3.



3.Chapter Section



The screenshot shows a web browser window with the address bar displaying "elyn-esience.web.app/#/chapter". The page has a purple header with the text "Chapter" and a breadcrumb "Home / Chapter". On the left, there is a sidebar menu with sections: MANAGEMENT (Chapters, Post-test, Post-test Answer), STUDENTS (Chapters, Post-test), and META (Users / Students). The main content area is titled "Chapter lists" and contains a table with two columns: CHAPTER NAME and ACTIVITY. Each row in the table includes a link to the chapter content and two action buttons (edit and delete).

CHAPTER NAME	ACTIVITY	
FORCE AND LAWS OF MOTION-1	https://clixoeer.tiss.edu/home/e-library	 
FORCE AND LAWS OF MOTION-1	https://www.youtube.com/watch?v=A-Hpp9xUbiM	 
WHY DO WE FALL ILL-3	https://clixoeer.tiss.edu/home/e-library	 
WHY DO WE FALL ILL-2	https://youtu.be/Y3ZU2r-pXNk	 
WHY DO WE FALL ILL-1	https://clixoeer.tiss.edu/home/e-library	 
TISSUE-3	https://www.youtube.com/watch?v=1LJ8cB51I	 
TISSUE-2	https://www.youtube.com/watch?v=llUe_fiLm-Vg	 
TISSUE-1	https://www.youtube.com/watch?v=0AiG92W2URQ	 
THE FUNDAMENTAL UNIT OF LIFE-3	https://www.youtube.com/watch?v=Csf6NJfbH44	 
THE FUNDAMENTAL UNIT OF LIFE - 2	https://youtu.be/PtmIvteI8hw	 

4. Post-test result view

The screenshot shows the 'Post-test' result view for the student ANGELA NUNHLIMI. The interface is divided into a sidebar and a main content area.

Sidebar:

- MANAGEMENT**
 - Chapters
 - Post-test
 - Post-test Answer**
- STUDENTS**
 - Chapters
 - Post-test
- META**
 - Users / Students

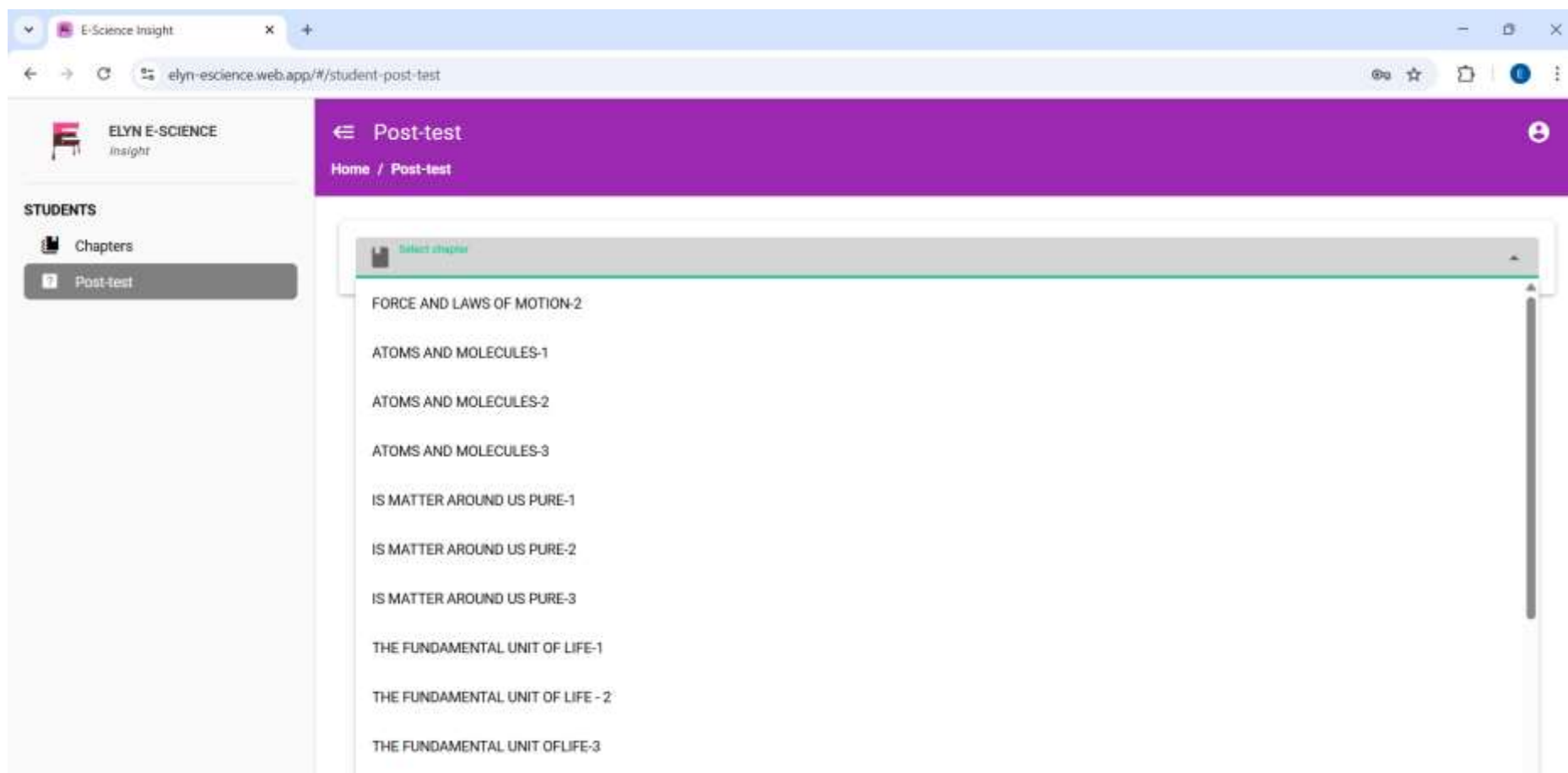
Main Content Area:

Header: Post-test
Home / Post-test

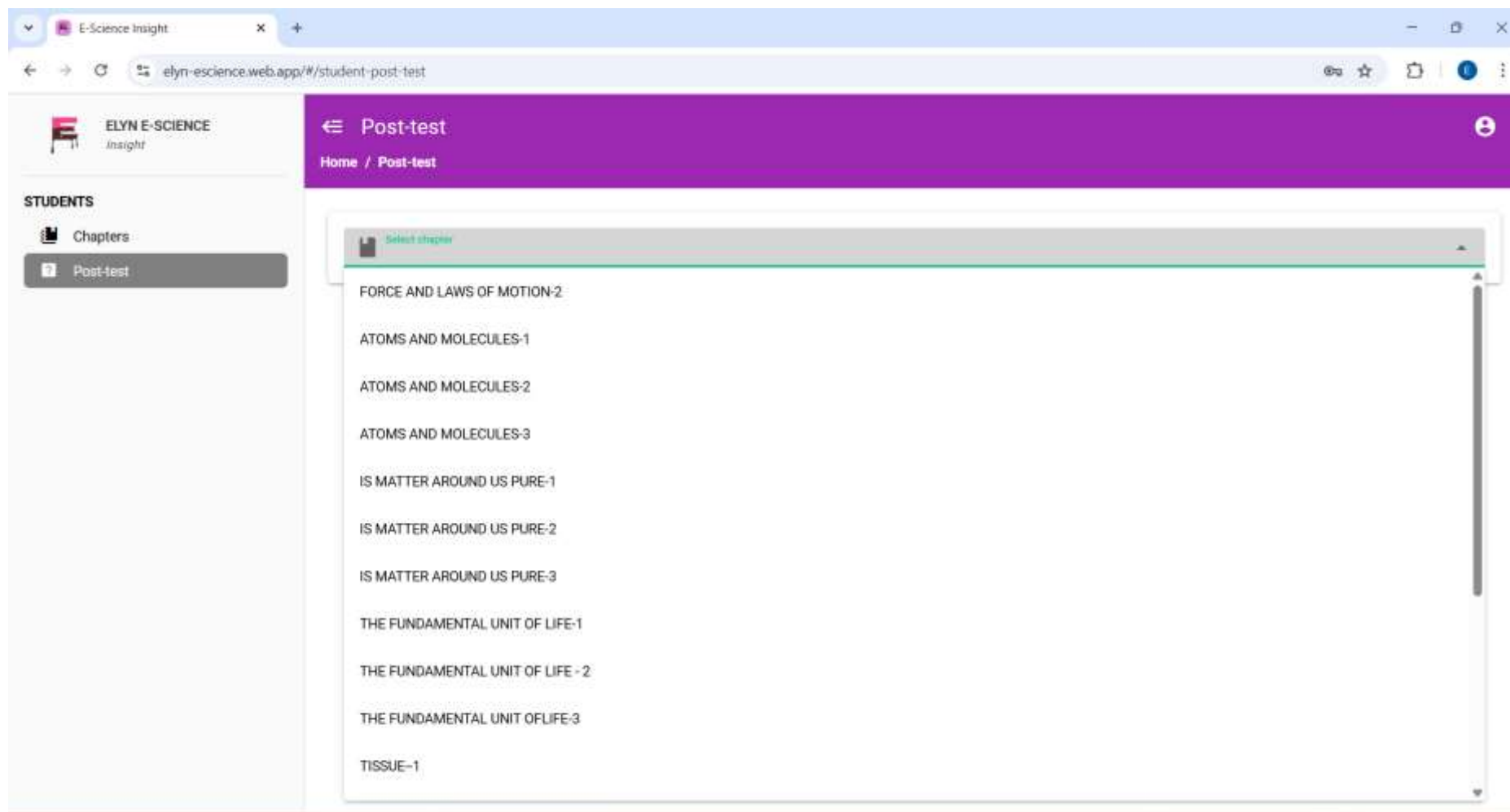
Filters: Filtered by Student: ANGELA NUNHLIMI | Filtered by Chapter: [Dropdown]

	Question	Answer by student	Correct Answer	Status
AND LAWS OF MOTION-2	Which law explains why a passenger leans forward when a bus stops suddenly?	Second Law Newton's	Second Law Newton's	Correct
AND LAWS OF MOTION-2	The momentum of a 5 kg object moving at 2 m/s is:	10 kg m/s	10 kg m/s	Correct
AND LAWS OF MOTION-2	Friction is a:	Contact force	Contact force	Correct
AND LAWS OF MOTION-2	If the mass of an object doubles, its inertia:	Doubles	Doubles	Correct
AND LAWS OF MOTION-2	A force of 20 N acts on a 4 kg mass. Its acceleration is:	5 m/s ²	5 m/s ²	Correct
AND LAWS OF MOTION-2	Which of the following has the least inertia?	A feather	A feather	Correct
AND LAWS OF MOTION-2	The recoil of a gun when fired is due to:	Newton's Third Law	Newton's Third Law	Correct
AND LAWS OF MOTION-2	The SI unit of momentum is:	kg m/s	kg m/s	Correct
AND LAWS OF MOTION-2	A body in uniform motion will remain so unless acted upon by:	An unbalanced force	An unbalanced force	Correct
AND LAWS OF MOTION-2	Which force opposes relative motion between two surfaces?	Friction	Friction	Correct
AND LAWS OF MOTION-2	Which disease is caused by a strain of bacteria?	Diphtheria	Diphtheria	Correct

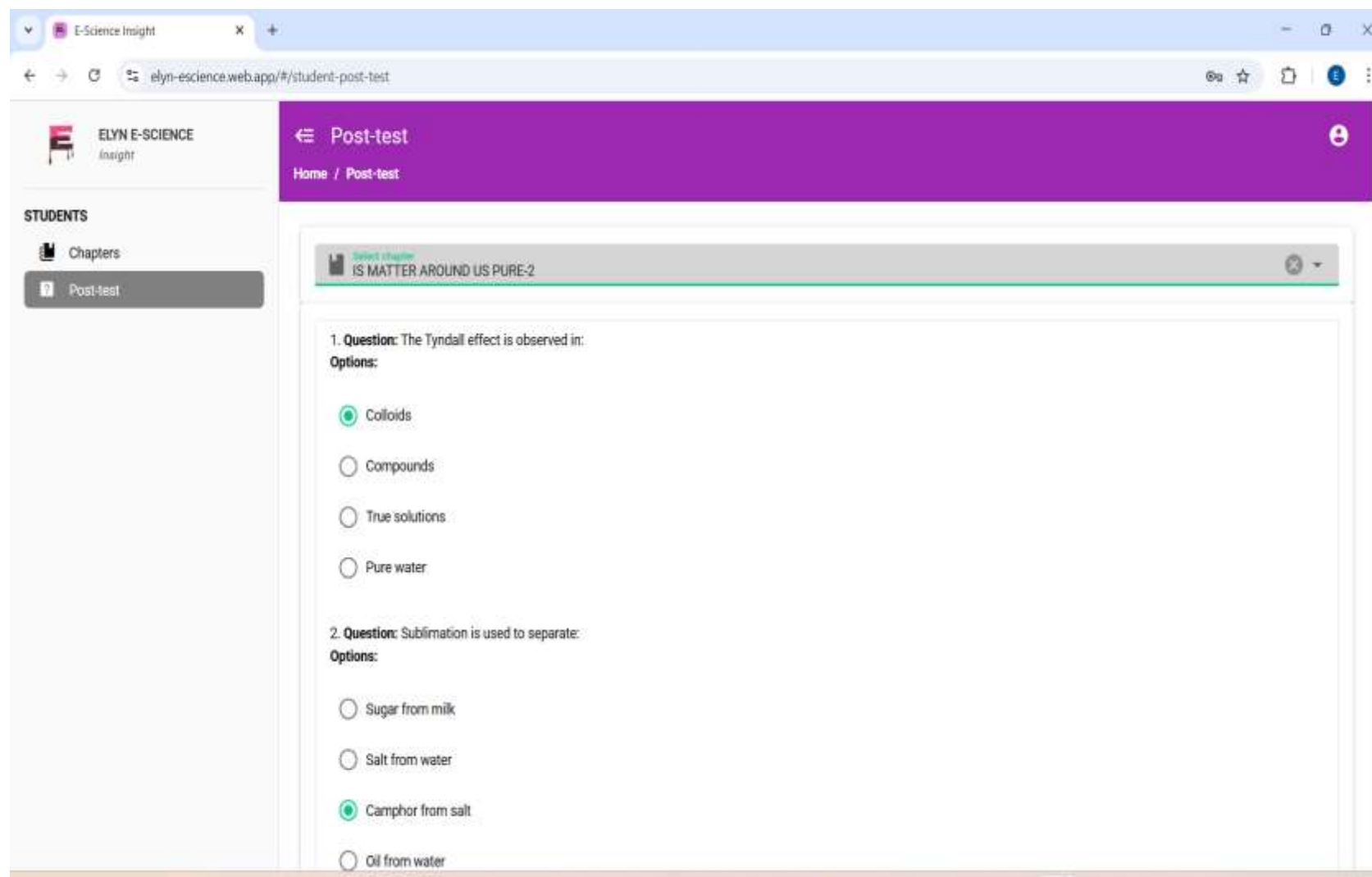
5.Students' View of the Chapter Section



6.Students' view of the Post-test Section



7. Students' View of the Post-test Section



APPENDICES-2**LESSONS PLANS FOR
CONTROL GROUP USING
HERBARTIAN APPROACH**

INTRODUCTION TO MIXTURES, SOLUTIONS, AND THEIR PROPERTIES

General Information

- Class: IX
- Subject: Science
- Chapter: Is Matter Around Us Pure?
- Topic: Introduction to Mixtures, Solutions, and their Properties
- Date: 09.04.2024
- Duration: 45 minutes
- Teaching Aids: Chalkboard, examples of mixtures and solutions (saltwater, sand and iron filings), charts

Teaching Objectives

- Knowledge: Students will define mixtures, solutions, and distinguish their basic properties.
- Understanding: Students will explain differences between mixtures and solutions with examples.
- Application: Students will identify real-life examples of mixtures and solutions.

Previous Knowledge

Students know that substances can be combined and might have mixed materials in daily life, for example, in food and drinks.

Presentation

- Preparation: Teacher asks students to name things they see mixed together at home (e.g., lemonade, oil and water).
- Presentation: Teacher explains the definition of mixtures and solutions, shows samples, and differentiates between homogeneous and heterogeneous mixtures.
- Comparison: Teacher compares mixtures and pure substances, and solutions versus suspensions.
- Generalization: Students derive that mixtures can be separated by physical means and solutions are uniform throughout.
- Application: Students suggest more examples from daily life, perform a simple activity mixing salt in water, and observe the result.

Evaluation

1. What is a mixture?
2. Give two examples of solutions.
3. How can mixtures be separated?
4. Distinguish between a mixture and a solution.

Homework

List five mixtures and five solutions that you observe at home. Describe one separation method for any mixture.

EXPLORING SUSPENSIONS, COLLOIDS, AND THEIR CHARACTERISTICS

General Information

- Class: IX
- Subject: Science
- Chapter: Is Matter Around Us Pure?
- Topic: Suspensions, Colloids, and their Characteristics
- Date: 10.04.2024
- Duration: 45 minutes
- Teaching Aids: Sample mixtures (chalk in water, milk in water, salt in water), flashlight, charts

Teaching Objectives

- Knowledge: Students will define suspensions and colloids, and state their basic properties.
- Understanding: Students will compare and distinguish between solutions, suspensions, and colloids.
- Application: Students will identify everyday examples and explain the visibility and stability of various mixtures.

Previous

Knowledge

Students have learned about mixtures and solutions in the previous session.

Presentation

- Preparation: Teacher asks students to recall mixtures studied previously, and introduces suspensions and colloids.
- Presentation: Students observe three samples: chalk powder in water, milk in water, and salt in water. Teacher guides discussion on how the mixtures look, settle, and scatter light.
- Comparison: Teacher demonstrates the Tyndall effect with a flashlight, compares particle visibility and settling in suspensions, colloids, and solutions.
- Generalization: Students generalize that suspensions are heterogeneous, particles settle and can be filtered, while colloids have intermediate particle size, show light scattering, and are stable.
- Application: Teacher discusses practical examples, such as muddy water (suspension) and milk (colloid), and students suggest more examples from home.

Evaluation

1. What is a suspension? Give one example.
2. State two characteristics of a colloid.
3. How does the Tyndall effect help us distinguish between colloids and solutions?

Homework

Identify two suspensions and two colloids from your surroundings, and describe one experiment to distinguish between them.

SEPARATION TECHNIQUES (CENTRIFUGATION AND CHROMATOGRAPHY)

General Information

- Class: IX
- Subject: Science
- Chapter: Is Matter Around Us Pure?
- Topic: Separation Techniques: Centrifugation and Chromatography
- Date: 12.04.2024
- Duration: 45 minutes
- Teaching Aids: Diagrams of centrifuge and chromatography paper, samples for demonstration, charts

Teaching Objectives

- Knowledge: Students will describe centrifugation and chromatography as separation techniques.
- Understanding: Students will explain where and how each technique is used in real-life situations.
- Application: Students will identify everyday applications of these methods (e.g., separation in milk, analysis in labs).

Previous

Knowledge

Students know that mixtures can be separated using different techniques learned earlier (filtration, evaporation).

Presentation

- Preparation: Teacher asks students how mixtures, like muddy water or ink, are separated, relating to prior methods learned.
- Presentation: Teacher demonstrates or explains centrifugation (e.g., separating cream from milk) and chromatography (e.g., separating ink colors), using diagrams and simple demonstrations.
- Comparison: Teacher contrasts these methods with filtration and evaporation through examples and student questions.
- Generalization: Students generalize that separation methods depend on properties of mixtures (particle size, solubility, density, etc.).
- Application: Students think of more situations (e.g., blood testing, food industry, forensic science) where such techniques are used.

Evaluation

1. What is centrifugation?
2. How does chromatography help in separation?
3. Give one example for each technique.
4. Why can't filtration separate all mixtures?

Homework

Find two real-life uses of centrifugation and two uses of chromatography. Write a short paragraph about one of them

SEPARATION TECHNIQUES (DISTILLATION & CRYSTALLIZATION)

General Information

- Class: IX
- Subject: Science
- Chapter: Is Matter Around Us Pure?
- Topic: Separation Techniques: Distillation and Crystallization
- Date: 15.04.2024
- Duration: 45 minutes
- Teaching Aids: Diagrams of distillation apparatus, samples (salt solution), beaker, charts

Teaching Objectives

- Knowledge: Students will describe the process of distillation and crystallization.
- Understanding: Students will explain the uses and differences between these two separation methods.
- Application: Students will identify daily applications of distillation and crystallization (e.g., purifying water, making salt).

Previous

Knowledge

Students have learned about other separation techniques, like centrifugation and chromatography.

Presentation

- Preparation: Teacher invites students to think about how pure water can be obtained from saltwater and links it to prior filtration knowledge.
- Presentation: Teacher uses diagrams to explain distillation (separating water from salt solution by evaporation and condensation) and crystallization (obtaining pure salt from a saturated salt solution).
- Comparison: Discussion focuses on why distillation can separate liquids while crystallization obtains solid crystals, and compares these techniques to previous methods.
- Generalization: Students generalize the principle: distillation separates based on boiling points; crystallization uses solubility and saturation.
- Application: Students are given practical scenarios (purifying water, making rock candy) and asked to identify which method would be best.

Evaluation

1. What is distillation?
2. How is crystallization different from distillation?
3. Give one industry use of each technique.
4. Why can't crystallization be used for liquid mixtures?

Homework

Research and describe another separation technique used in industries, and explain briefly how it works.

DISTINGUISHING BETWEEN PHYSICAL AND CHEMICAL CHANGES

General Information

- Class: IX
- Subject: Science
- Chapter: Is Matter Around Us Pure?
- Topic: Distinguishing between Physical and Chemical Changes
- Date: 16.04.2024
- Duration: 45 minutes
- Teaching Aids: Examples (iron rusting, melting ice), charts, beakers, simple experiments

Teaching Objectives

- Knowledge: Students will define physical and chemical changes.
- Understanding: Students will compare both changes and identify key differences.
- Application: Students will recognize physical and chemical changes in everyday life.

Previous

Knowledge

Students know about changes observed during mixing, heating, or other processes from previous lessons.

Presentation

- Preparation: Teacher asks about simple changes seen in daily life, such as melting ice or burning paper, and relates it to previous knowledge.
- Presentation: Teacher demonstrates a few examples (melting ice, burning candle, rusting iron), explaining the changes observed.
- Comparison: Class compares the results of these experiments: whether a new substance is formed, and if the change is reversible or irreversible.
- Generalization: Students generalize the difference: physical changes are reversible and do not form new substances; chemical changes are usually irreversible and result in new substances.
- Application: Teacher asks students to classify a variety of changes as physical or chemical and encourages sharing real-life examples.

Evaluation

1. Define physical and chemical changes.
2. Give two examples of each.
3. Why is burning of paper a chemical change?
4. Is melting of ice a physical or chemical change? Justify.

Homework

Observe three changes at home and write if each is a physical or chemical change, giving reasons.

REVIEW AND PROBLEM-SOLVING SESSION

General Information

- Class: IX
- Subject: Science
- Chapter: Is Matter Around Us Pure?
- Topic: Chapter Review and Problem-Solving
- Date: 17.04.2024
- Duration: 45 minutes
- Teaching Aids: Blackboard, summary charts, worksheets, previous activities

Teaching Objectives

- Knowledge: Students will recall main concepts from the chapter: mixtures, solutions, types of mixtures, separation methods, and physical vs. chemical changes.
- Understanding: Students will discuss and clarify doubts about content covered, and recognize core ideas in practical scenarios.
- Application: Students will apply problem-solving strategies to answer conceptual and reasoning questions related to the chapter.

Previous

Knowledge

Students have participated in lessons covering all key chapter concepts and activities.

Presentation

- Preparation: Teacher briefly reviews each major topic with class using flash questions and invites students to recall main points.
- Presentation: Teacher distributes a worksheet with a mix of short-answer, MCQs, and problem-solving tasks, guiding group discussion for each.
- Comparison: Students compare methods and solutions to the problems, discussing any differences in approaches and common mistakes.
- Generalization: Class identifies core patterns in successful problem-solving and connects them with chapter principles.
- Application: Teacher calls for students to choose and solve additional problems (especially separation techniques and identifying types of changes) on the board, encouraging group explanations.

Evaluation

1. Name three methods to separate mixtures and their principles.
2. How would you recognize a chemical change in an experiment?
3. What is the difference between a solution and a suspension?

HISTORICAL ATOMIC THEORIES (DALTON, ETC.)

General Information

- Class: IX
- Subject: Science
- Chapter: Atoms and Molecules
- Topic: Historical Atomic Theories (Dalton, etc.)
- Date: 18.04.2024
- Duration: 45 minutes
- Teaching Aids: Visual timeline, flow chart, Dalton's model illustration, chalkboard

Teaching Objectives

- Knowledge: Students will state Dalton's Atomic Theory and name other early atomic views.
- Understanding: Students will discuss the evolution of atomic theory and its historical importance.
- Application: Students will relate theories to modern atomic models and recognize their influence.

Previous

Knowledge

Students have explored basic properties and changes of matter in previous chapters.

Presentation

- Preparation: Teacher asks what students know about the smallest parts of matter, referring to previous lessons on matter's composition.
- Presentation: Teacher introduces Dalton and other philosophers' theories using a timeline, chart, and simple analogies, highlighting Dalton's postulates.
- Comparison: Class compares Dalton's model with prior views (Democritus, etc.) and discusses strengths and limitations.
- Generalization: Students generalize how scientific models evolve with evidence and experimentation, leading to better understanding of atoms.
- Application: Teacher asks students how Dalton's ideas apply to everyday chemical reactions, linking to real examples such as rusting and dissolving salt.

Evaluation

1. State two postulates of Dalton's Atomic Theory.
2. Name an earlier atomic theory and its main idea.
3. How did Dalton's views improve our understanding of matter?
4. Give one example of a chemical process explained by atomic theory

LAWS OF CHEMICAL COMBINATION

General Information

- Class: IX
- Subject: Science
- Chapter: Atoms and Molecules
- Topic: Laws of Chemical Combination
- Date: 19.04.2024
- Duration: 45 minutes
- Teaching Aids: Visual aids illustrating law of conservation of mass, law of definite proportions, chemical reaction videos, charts

Teaching Objectives

- Knowledge: Students will state and explain main laws of chemical combination.
- Understanding: Students will understand the principles behind these laws and their significance in chemistry.
- Application: Students will apply the laws to simple chemical reactions and problem-solving.

Previous

Knowledge

Students are familiar with atoms and molecules from previous lessons.

Presentation

- Preparation: Teacher elicits what students know about conservation and combination of matter in reactions.
- Presentation: Teacher explains the law of conservation of mass and the law of definite proportions through experiments and examples.
- Comparison: Students discuss differences and relations between the laws and their role in chemical calculations.
- Generalization: Class concludes that matter is conserved in chemical reactions and the composition of compounds is fixed.
- Application: Problems on mass relationships and proportion calculations are solved.

Evaluation

1. State the law of conservation of mass.
2. What does the law of definite proportions say?
3. Why are these laws important in chemistry?
4. Solve a simple problem involving mass in a chemical reactio

ATOMIC MASS, MOLECULES, AND IONS

General Information

- Class: IX
- Subject: Science
- Chapter: Atoms and Molecules
- Topic: Atomic Mass, Molecules, and Ions
- Date: 22.04.2024
- Duration: 45 minutes
- Teaching Aids: Models of atoms and molecules, charts, periodic table, flashcards

Teaching Objectives

- Knowledge: Students will understand atomic mass, molecules, and the concept of ions.
- Understanding: Students will explain how atomic mass is calculated and how ions form.
- Application: Students will identify atoms, molecules, and ions in chemical formulas.

Previous

Knowledge

Students have learned about atoms and molecules in previous lessons.

Presentation

- Preparation: Teacher revises atoms and molecules, linking to chemical formulas.
- Presentation: Explanation of atomic mass concept, examples of calculating atomic mass; introduction to ions and their formation.
- Comparison: Discuss differences between atoms, molecules, and ions.
- Generalization: Students derive the significance of atomic mass and role of ions in compounds.
- Application: Exercises on determining atomic mass and identifying ions in compounds.

Evaluation

1. What is atomic mass?
2. Define molecule and ion.
3. How is an ion different from an atom?
4. Calculate atomic mass of a simple compound (example).

FORCE AND LAWS OF MOTION

General Information

- Class: IX
- Subject: Science
- Chapter: Force and Laws of Motion
- Topic: Force and Laws of Motion
- Date: 26.04.2024
- Duration: 45 minutes
- Teaching Aids: Diagrams, videos of experiments, models of inertia, charts

Teaching Objectives

- Knowledge: Students will define force, inertia, and state Newton's three laws of motion.
- Understanding: Students will explain how forces affect motion and how the three laws describe real-world phenomena.
- Application: Students will apply Newton's laws to solve problems and analyze situations.

Previous

Knowledge

Students are familiar with basic concepts of motion and measurements of force from earlier lessons.

Presentation

- Preparation: Teacher recalls previous concepts of motion and asks about examples of forces in daily life.
- Presentation: Teacher explains force, inertia, and Newton's three laws with diagrams, videos, and demonstrations (e.g., pushing objects, inertia of a spinning top).
- Comparison: Class compares the effects of forces in different scenarios, emphasizing the importance of Newton's laws.
- Generalization: Students draw core principles: force causes change in motion; inertia resists change; based on external forces, motion is described quantitatively.
- Application: Students solve simple problems involving force, mass, and acceleration, and analyze everyday examples (e.g., seat belts).

Evaluation

1. Define force and inertia.
2. State Newton's three laws of motion.
3. Give an example illustrating each law.
4. Calculate the force required to accelerate a 10 kg mass at 2 m/s^2 .

Homework

Describe two real-life situations where Newton's laws apply and explain how they do so.

INTRODUCTION TO FORCES: BALANCED AND UNBALANCED

General Information

- **Class:** IX
- **Subject:** Science
- **Chapter:** Force and Laws of Motion
- **Topic:** Introduction to Forces: Balanced and Unbalanced
- **Date:** 29.04.2024
- **Duration:** 45 minutes
- **Teaching Aids:** Chalkboard, diagrams, simple demonstrations (e.g., tug-of-war with a rubber band, pushing a book on a table, a ball), spring balance, charts showing balanced and unbalanced forces.

Teaching Objectives

- **Knowledge:** Students will define force and identify it as a push or a pull. Students will state the meaning of balanced and unbalanced forces.
- **Understanding:** Students will explain the concepts of balanced and unbalanced forces and their effects on the state of motion of an object.
- **Application:** Students will analyze everyday situations and identify whether balanced or unbalanced forces are acting on an object.

Previous

Students are familiar with the concept of motion from previous classes and daily life observations (e.g., a moving car, a ball being kicked).

Knowledge

Presentation

- **Preparation:**
 - The teacher begins by asking students what happens when they push a chair, pull a drawer, or kick a football. This leads to a discussion on the terms 'push' and 'pull'.
 - The teacher introduces these pushes and pulls as 'Force' and asks for more examples from daily life.
- **Presentation:**
 - The teacher defines Force as a push or pull that can change the state of motion or shape of an object.
 - Using a simple tug-of-war demonstration with a single rubber band and two students, the teacher shows a scenario where neither side moves. This is used to introduce the concept of **balanced forces** (equal and opposite forces cancelling each other out, resulting in no change in motion).
 - The teacher then demonstrates **unbalanced forces** by having one student pull harder, causing motion. This shows that unbalanced forces (when the net force is not zero) cause a change in motion (starting, stopping, or changing direction).
 - Other examples are shown: a book lying on a table (gravity and normal force are balanced), a car moving at constant speed (engine

force and friction are balanced), and a car accelerating (engine force is greater than friction - unbalanced).

- **Comparison:**
 - The teacher draws a table on the board to compare balanced and unbalanced forces based on:
 - Net Force
 - Effect on a stationary object
 - Effect on a moving object
- **Generalization:**
 - Students conclude that when the net force on an object is zero, the forces are balanced, and there is no change in its state of motion.
 - Students generalize that an unbalanced force (non-zero net force) is necessary to change the state of motion of an object (to start, stop, or change its direction/speed).
- **Application:**
 - The teacher presents different scenarios and students identify the type of forces acting:
 - A lamp hanging from the ceiling.
 - A hockey player hitting a stationary ball.
 - A rocket taking off.
 - An object sliding and coming to a stop.
 - Students work in pairs to think of one more example of each and share with the class.

Evaluation

- Define force.
- What are balanced forces? Give one example.
- What happens to an object when an unbalanced force acts on it?
- Identify the type of force in the following: A boat floating stationary in water.

Homework

Observe five different activities at home or on your way to school. Classify them as examples of balanced or unbalanced forces and write a brief explanation for each.

NEWTON'S FIRST LAW OF MOTION (INERTIA)

General Information

- Class: IX
- Subject: Science
- Chapter: Force and Laws of Motion
- Topic: Newton's First Law of Motion (Inertia)
- Date: 30.04.2024
- Duration: 45 minutes
- Teaching Aids: Demonstration with objects (ball, book), videos, charts

Teaching Objectives

- Knowledge: Students will state Newton's First Law and define inertia.
- Understanding: Students will understand the concept of inertia and how it affects motion.
- Application: Students will identify examples of inertia in everyday life.

Previous

Knowledge

Students have learned about force and basic laws of motion.

Presentation

- Preparation: Teacher asks about why objects remain at rest or continue moving unless acted upon by an external force.
- Presentation: Explanation of inertia and Newton's First Law, supported by demonstrations like a stationary ball or a moving book coming to rest.
- Comparison: Discussion contrasting motion with and without external forces.
- Generalization: Students conclude that inertia is the resistance of objects to change in motion.
- Application: Students give examples (seat belts, riding buses, sudden brakes).

Evaluation

1. What is Newton's First Law?
2. Define inertia.
3. Explain inertia with an example.
4. Why is inertia important for safety devices?

Homework

Observe any example of inertia in daily life and write a short paragraph explaining it

NEWTON'S SECOND LAW OF MOTION AND CALCULATIONS

General Information

- Class: IX
- Subject: Science
- Chapter: Force and Laws of Motion
- Topic: Newton's Second Law of Motion and Calculations
- Date: 01.05.2024
- Duration: 45 minutes
- Teaching Aids: Demonstrations using carts and weights, chalkboard, formula chart

Teaching Objectives

- Knowledge: Students will state Newton's Second Law and formula $F = ma$.
- Understanding: Students will learn the relationship between force, mass, and acceleration.
- Application: Students will perform calculations using Newton's Second Law.

Previous

Knowledge

Students know the concept of force and inertia from previous lessons.

Presentation

- Preparation: Review of Newton's First Law and introduction to how force causes acceleration.
- Presentation: Explanation of Newton's Second Law with formula, demonstrations showing effects of different masses and forces.
- Comparison: Compare motion with varying forces and masses, emphasizing the proportional relationships.
- Generalization: Students deduce that acceleration depends directly on force and inversely on mass.
- Application: Solve problems calculating force, mass, or acceleration using the formula.

Evaluation

1. State Newton's Second Law of Motion.
2. Write the formula for force.
3. Calculate the force if a 5 kg object accelerates at 3 m/s².
4. How does mass affect acceleration for the same force?

Homework

Prepare 3 word problems based on Newton's Second Law and solve them.

NEWTON'S THIRD LAW OF MOTION (ACTION-REACTION)

General Information

- Class: IX
- Subject: Science
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- Chapter: Force and Laws of Motion
- Topic: Newton's Third Law of Motion (Action-Reaction)
- Date: 02.05.2024
- Duration: 45 minutes
- Teaching Aids: Demonstrations with balloons, skateboards, rubber bands, charts

Teaching Objectives

- Knowledge: Students will state Newton's Third Law of Motion.
- Understanding: Students will understand the concept of action and reaction forces.
- Application: Students will observe and explain action-reaction forces in daily life.

Previous

Knowledge

Students are familiar with forces and Newton's first two laws.

Presentation

- Preparation: Teacher elicits examples where a force causes a reaction force, such as pushing a wall or jumping off the ground.
- Presentation: Explanation of Newton's Third Law stating that for every action, there is an equal and opposite reaction, supported by demonstrations.
- Comparison: Class discusses situations where action-reaction forces act on different bodies and how they maintain balance.
- Generalization: Students conclude that forces always come in pairs and explain examples like rocket propulsion, walking, etc.
- Application: Students perform simple activities illustrating the law (e.g., balloon rockets).

Evaluation

1. State Newton's Third Law.
2. Give two examples of action-reaction pairs.
3. Explain why a gun recoils when fired.
4. How can walking be explained by this law?

Homework

Observe and list three action-reaction force pairs in daily life with explanations.

CONCEPT OF MOMENTUM AND ITS APPLICATIONS

General Information

- Class: IX
- Subject: Science
- Chapter: Force and Laws of Motion
- Topic: Concept of Momentum and Its Applications
- Date: 03.05.2024
- Duration: 45 minutes
- Teaching Aids: Demonstrations with balls or carts, charts, videos on momentum

Teaching Objectives

- Knowledge: Students will define momentum and understand its formula $p = mv$.
- Understanding: Students will explain momentum as quantity of motion and its conservation.
- Application: Students will relate the concept of momentum to real-world examples like collisions and road safety.

Previous

Knowledge

Students have learned Newton's laws of motion and the concept of force.

Presentation

- Preparation: Teacher reviews motion and force and introduces the concept of momentum through simple questions.
- Presentation: Explanation of momentum, formula, and demonstrations of collisions showing momentum transfer.
- Comparison: Students compare momentum in light vs. heavy objects moving at same speeds.
- Generalization: Students conclude that momentum depends on mass and velocity and is conserved in closed systems.
- Application: Discussion on uses of momentum in safety devices like airbags and helmets.

Evaluation

1. Define momentum.
2. Write the formula for momentum.
3. Explain momentum conservation with an example.
4. How is momentum related to road safety?

Homework

Observe an example of momentum in sports or daily life and explain its effect.

LAW OF CONSERVATION OF MOMENTUM

General Information

- Class: IX
- Subject: Science
- Chapter: Force and Laws of Motion
- Topic: Law of Conservation of Momentum
- Date: 06.05.2024
- Duration: 45 minutes
- Teaching Aids: Demonstrations with colliding carts, videos, charts, and diagrams

Teaching Objectives

- Knowledge: Students will state and explain the law of conservation of momentum.
- Understanding: Students will analyze how momentum is conserved in elastic and inelastic collisions.
- Application: Students will solve problems involving momentum before and after collisions.

Previous

Knowledge

Students have learned about momentum and Newton's laws of motion.

Presentation

- Preparation: Teacher reviews the concepts of momentum and previous collision experiments.
- Presentation: Demonstration of collisions between carts, showing momentum transfer and conservation.
- Comparison: Class discusses elastic vs. inelastic collisions with examples.
- Generalization: Students conclude that in an isolated system, total momentum remains constant before and after collision.
- Application: Students calculate momentum before and after real-life collision scenarios.

Evaluation

1. State the law of conservation of momentum.
2. Describe a real-world situation where momentum is conserved.
3. Explain the difference between elastic and inelastic collisions.
4. Calculate total momentum of two objects before and after a collision, given data.

Homework

Find and describe two examples of momentum conservation in sports or daily life.

REVIEW AND PROBLEM-SOLVING SESSION

General Information

- Class: IX
- Subject: Science
- Chapter: Force and Laws of Motion
- Topic: Chapter Review and Problem-Solving
- Date: 07.05.2024
- Duration: 45 minutes
- Teaching Aids: Worksheets, blackboard, charts, previous lesson materials

Teaching Objectives

- Knowledge: Students will recall and summarize concepts of force, motion, Newton's laws, momentum, and conservation.
- Understanding: Students will clarify doubts and deepen understanding through interactive problem-solving.
- Application: Students will apply learned principles to solve problems and real-life scenarios.

Previous

Knowledge

Students have covered all lessons related to Newton's laws and momentum.

Presentation

- Preparation: Teacher briefly revises major chapter points through Q&A sessions.
- Presentation: Distribution of worksheets with multiple problem types (conceptual, numerical), group discussions on solutions.
- Comparison: Students compare answers, discuss common errors, and reasoning behind solutions.
- Generalization: Class identifies key problem-solving strategies and connects concepts learned throughout the chapter.
- Application: Volunteers solve problems on the board, demonstrating application of theory to practice.

Evaluation

1. State Newton's three laws briefly.
2. Solve a problem involving force and acceleration.
3. Explain momentum conservation with a practical example.
4. Differentiate between elastic and inelastic collisions.

INTRODUCTION TO HEALTH AND DISEASE

General Information

- Class: IX
- Subject: Science
- Chapter: Why Do We Fall Ill?
- Topic: Introduction to Health and Disease
- Date: 08.05.2024
- Duration: 45 minutes
- Teaching Aids: Charts, pictures of healthy vs. diseased people, videos on health

Teaching Objectives

- Knowledge: Students will define health and disease and understand their basic concepts.
- Understanding: Students will appreciate the importance of maintaining health and recognizing signs of disease.
- Application: Students will relate healthy habits and diseases to their daily lives.

Previous

Knowledge

Students may have basic understanding of body functions from earlier science lessons.

Presentation

- Preparation: Teacher starts with questions about what health means to students and examples of illness they know.
- Presentation: Explanation of health as physical, mental, and social well-being; disease as disturbance in normal body functioning.
- Comparison: Class discusses differences between health and disease, and causes of ill health.
- Generalization: Students conclude factors that promote health and prevent disease.
- Application: Students list habits for maintaining good health and preventing diseases.

Evaluation

1. Define health and disease.
2. Give examples of physical and mental health.
3. Why is good health important?
4. List three habits to maintain good health.

Homework

Observe your daily routine and write down habits that promote or harm health.

DIFFERENCES BETWEEN ACUTE AND CHRONIC DISEASES

General information

- Class: IX
- Subject: Science
- Chapter: Why Do We Fall Ill?
- Topic: Differences between Acute and Chronic Diseases
- Date: 09.05.2024
- Duration: 45 minutes
- Teaching Aids: Charts, pictures depicting symptoms and duration of diseases

Teaching Objectives

- Knowledge: Students will define acute and chronic diseases and understand their differences.
- Understanding: Students will recognize symptoms, causes, and effects of acute and chronic diseases.
- Application: Students will identify examples of both types of diseases in daily life.

Previous

Knowledge

Students have learned basic concepts of health and disease.

Presentation

- Preparation: Teacher asks students to share examples of rapid illnesses and long-lasting diseases.
- Presentation: Definition and characteristics of acute and chronic diseases with examples.
- Comparison: Tabular comparison to highlight differences in onset, duration, symptoms, and treatment.
- Generalization: Students summarize key points differentiating acute from chronic diseases.
- Application: Discussion on prevention and management of both types of diseases.

Evaluation

1. Define acute and chronic diseases.
2. Give two examples of each.
3. How does duration differ between the two?
4. Why is treatment approach different?

Homework

List examples of acute and chronic diseases found in your community and write a few lines about their impact.

CAUSES OF DISEASES: INFECTIOUS VS. NON-INFECTIOUS

General Information

- Class: IX
- Subject: Science
- Chapter: Why Do We Fall Ill?
- Topic: Causes of Diseases: Infectious vs. Non-Infectious
- Date: 10.05.2024
- Duration: 45 minutes
- Teaching Aids: Charts showing pathogens, pictures of diseases, videos on infection transmission

Teaching Objectives

- Knowledge: Students will differentiate infectious and non-infectious diseases and identify their causes.
- Understanding: Students will understand how infectious diseases spread and the non-infectious causes of disease.
- Application: Students will identify preventive measures for both types of diseases.

Previous

Knowledge

Students have knowledge about health, disease, and types of illnesses.

Presentation

- Preparation: Teacher invites students to list diseases they know and classify them as contagious or not.
- Presentation: Explanation of infectious diseases caused by pathogens and non-infectious diseases caused by genetic, nutritional, or environmental factors.
- Comparison: Class compares characteristics and transmission of infectious and non-infectious diseases.
- Generalization: Students summarize causes, symptoms, and control measures for both disease types.
- Application: Role-play or discussion on preventive habits like hygiene, vaccination, and lifestyle changes.

Evaluation

1. What are infectious diseases?
2. Name three non-infectious diseases.
3. How do infectious diseases spread?
4. List measures to prevent non-infectious diseases.

Homework

Observe measures taken at home or school to prevent infectious diseases and write a summary.

PATHOGENS: TYPES AND EXAMPLES

General Information

- Class: IX
- Subject: Science
- Chapter: Why Do We Fall Ill?
- Topic: Pathogens: Types and Examples
- Date: 13.05.2024
- Duration: 45 minutes
- Teaching Aids: Charts of bacteria, viruses, fungi, protozoa; microscope images; videos

Teaching Objectives

- Knowledge: Students will identify types of pathogens: bacteria, viruses, fungi, protozoa.
- Understanding: Students will learn characteristics and examples of each pathogen type.
- Application: Students will relate pathogens to diseases they cause and preventive measures.

Previous

Knowledge

Students know about infectious diseases from previous lessons.

Presentation

- Preparation: Teacher asks students what causes infectious diseases and names of pathogens if known.
- Presentation: Explanation of each pathogen type with examples and characteristics. Use visuals and videos for clarity.
- Comparison: Class compares pathogen types in size, mode of infection, and diseases caused.
- Generalization: Students summarize how pathogens cause diseases and the importance of hygiene and immunity.
- Application: Students discuss prevention and control methods for pathogenic diseases.

Evaluation

1. Name four types of pathogens.
2. Give an example disease caused by bacteria and viruses.
3. How do fungi cause diseases?
4. Why is it important to control pathogens?

Homework

List common diseases caused by different pathogens and preventive measures for each.

PRINCIPLES OF DISEASE PREVENTION

General Information

- Class: IX
- Subject: Science
- Chapter: Why Do We Fall Ill?
- Topic: Principles of Disease Prevention
- Date: 16.05.2024
- Duration: 45 minutes
- Teaching Aids: Charts showing vaccination, hygiene practices; videos on sanitation; posters

Teaching Objectives

- Knowledge: Students will understand basic principles of disease prevention like hygiene, sanitation, vaccination, and healthy habits.
- Understanding: Students will recognize how these principles help control and prevent diseases.
- Application: Students will suggest ways to incorporate healthy practices in daily life.

Previous

Knowledge

Students have learned about causes of diseases and the role of pathogens.

Presentation

- Preparation: Teacher asks students about personal habits that prevent diseases.
- Presentation: Explanation of hygiene, sanitation, vaccination, and lifestyle choices with real-life examples. Use visual aids.
- Comparison: Class compares effective preventive practices and their impact on health.
- Generalization: Students summarize key principles for maintaining health and preventing illness.
- Application: Brainstorming on habits to promote hygiene and prevent specific diseases in their community.

Evaluation

1. What are some principles of disease prevention?
2. How does vaccination prevent diseases?

VACCINATION AND ANTIBIOTICS

General Information

- Class: IX
- Subject: Science
- Chapter: Why Do We Fall Ill?
- Topic: Treatment Methods: Vaccination and Antibiotics
- Date: 17.05.2024
- Duration: 45 minutes
- Teaching Aids: Charts of vaccines, antibiotics, videos showing vaccination process, models

Teaching Objectives

- Knowledge: Students will understand what vaccinations and antibiotics are, and their roles in disease treatment.
- Understanding: Students will explain how vaccination helps develop immunity and how antibiotics treat bacterial infections.
- Application: Students will learn the importance of vaccination and responsible use of antibiotics.

Previous

Knowledge

Students have learned about pathogens and disease prevention.

Presentation

- Preparation: Teacher begins by asking if students have been vaccinated and their understanding of vaccines.
- Presentation: Explanation of vaccination, immune response, and examples; description of antibiotics and their use against bacteria, not viruses.
- Comparison: Discussion on differences between vaccination and antibiotics, their uses, and limitations.
- Generalization: Students summarize the principles of treatment and prevention in controlling diseases.
- Application: Students discuss public health importance of vaccinations and dangers of antibiotic misuse.

Evaluation

1. What is vaccination?
2. How do antibiotics work?
3. Why shouldn't antibiotics be used for viral infections?
4. Give two examples of diseases prevented by vaccination.

Homework

Interview a family member about vaccination history and write a short report.

PUBLIC HEALTH HYGIENE MEASURES

General Information

- Class: IX
- Subject: Science
- Chapter: Why Do We Fall Ill?
- Topic: Public Health Hygiene Measures
- Date: 20.05.2024
- Duration: 45 minutes
- Teaching Aids: Posters on cleanliness, videos on sanitation, handwashing demonstrations

Teaching Objectives

- Knowledge: Students will understand key public health hygiene measures such as sanitation, clean water, waste disposal, and hygiene practices.
- Understanding: Students will learn how these measures help prevent disease spread in communities.
- Application: Students will identify ways to promote hygiene in their homes and neighborhoods.

Previous

Knowledge

Students have learned about disease causes, prevention, and health hygiene at the personal level.

Presentation

- Preparation: Teacher discusses common sources of disease in the community and asks about local hygiene practices.
- Presentation: Explanation of public health measures like safe drinking water, sewage disposal, pest control, and community cleanliness.
- Comparison: Students compare personal hygiene habits with public hygiene measures and their effects.
- Generalization: Students conclude that both personal and public hygiene are essential for disease prevention.
- Application: Brainstorm on ways to increase awareness and improve hygiene in local areas.

Evaluation

1. Name four public health hygiene measures.
2. How does clean water prevent disease?
3. Why is waste disposal important?
4. How can pest control reduce disease outbreaks?

Homework

Observe public hygiene measures in your community and write suggestions for improvement.

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POSTURE AND HYGIENE IN DAILY LIFE

General Information

- Class: IX
- Subject: Science
- Chapter: Why Do We Fall Ill?
- Topic: Posture and Hygiene in Daily Life
- Date: 21.05.2024
- Duration: 45 minutes
- Teaching Aids: Charts on correct posture, posters on hygiene practices, videos on posture correction and hygiene habits

Teaching Objectives

- Knowledge: Students will learn the importance of maintaining good posture and personal hygiene.
- Understanding: Students will understand how posture and hygiene affect overall health and prevent diseases.
- Application: Students will identify poor habits and suggest corrective measures for posture and hygiene.

Previous

Knowledge

Students are familiar with basic health habits and disease causes.

Presentation

- Preparation: Teacher asks students about daily habits related to posture and hygiene.
- Presentation: Explanation of correct sitting and standing posture, importance of ergonomic habits, and personal hygiene practices like handwashing, bathing, oral hygiene.
- Comparison: Class discusses common poor habits and their health consequences.
- Generalization: Students summarize that good posture and hygiene prevent many health problems like back pain, infections, dental issues.
- Application: Students demonstrate correct posture and hygiene routines and suggest improvements in daily routines.

Evaluation

1. Why is good posture important for health?
2. Name three personal hygiene habits.
3. How does poor posture affect health?
4. List two hygiene practices that prevent disease.

Homework

Observe your daily routines and write how you will improve your posture and hygiene habits.

REVIEW AND CASE STUDY DISCUSSION

General Information

- Class: IX
- Subject: Science
- Chapter: Why Do We Fall Ill?
- Topic: Chapter Review and Case Study Discussion
- Date: 20.05.2024
- Duration: 45 minutes
- Teaching Aids: Worksheets, case studies, charts, previous lesson materials

Teaching Objectives

- Knowledge: Students will recall main concepts of health, disease types, causes, preventive measures, and treatments.
- Understanding: Students will deepen understanding through discussion of real-life case studies and problem-solving.
- Application: Students will practice applying concepts to scenarios and critical thinking.

Previous

Knowledge

Students have covered lessons on health, diseases, pathogens, and disease prevention.

Presentation

- Preparation: Teacher reviews major chapter points and introduces case studies for discussion.
- Presentation: Group reading and analysis of case studies involving infectious and non-infectious diseases.
- Comparison: Students discuss different causes, symptoms, and suitable treatments/preventive measures.
- Generalization: Class summarizes key lessons from the cases and relates them to theory.
- Application: Students solve worksheet problems and present recommendations for health management.

Evaluation

1. Name two infectious and two non-infectious diseases.
2. Discuss preventive measures for any one case presented.
3. Why is early diagnosis important?
4. How does hygiene impact disease control?

INTRODUCTION TO PLANT TISSUES

General Information

- Class: IX
- Subject: Science
- Chapter: Tissues
- Topic: Introduction to Plant Tissues
- Date: 21.05.2024
- Duration: 45 minutes
- Teaching Aids: Microscope slides, charts, plant samples, diagrams

Teaching Objectives

- Knowledge: Students will define plant tissues and understand their significance.
- Understanding: Students will classify tissues into meristematic and permanent tissues.
- Application: Students will identify types of plant tissues in samples and diagrams.

Previous

Knowledge

Students have studied basic plant structure and functions.

Presentation

- Preparation: Teacher recalls plant parts and asks what supports growth in plants.
- Presentation: Explanation of plant tissues, focusing on meristematic tissues and their locations and functions. Use microscope slides for demonstration.
- Comparison: Discuss difference between meristematic and permanent tissues.
- Generalization: Students summarize that meristematic tissues are responsible for plant growth.
- Application: Students observe prepared slides and identify tissue types, noting characteristics.

Evaluation

1. What are plant tissues?
2. Define meristematic tissue.
3. Where is meristematic tissue found in plants?
4. Why is meristematic tissue important?

Homework

Draw and label meristematic tissue and write its functions.

MERISTEMATIC TISSUES: STRUCTURE AND FUNCTION

General Information

- Class: IX
- Subject: Science
- Chapter: Tissues
- Topic: Meristematic Tissues: Structure and Function
- Date: 22.05.2024
- Duration: 45 minutes
- Teaching Aids: Microscope slides, diagrams, plant samples, charts

Teaching Objectives

- Knowledge: Students will describe the structure of meristematic tissues.
- Understanding: Students will explain the functions and types of meristematic tissues.
- Application: Students will identify types of meristematic tissues in plant samples or diagrams.

Previous

Knowledge

Students have been introduced to plant tissues and the role of meristematic tissues.

Presentation

- Preparation: Teacher revises the concept of meristematic tissue and asks about its role in plants.
- Presentation: Explanation of the structure—small, closely packed cells without vacuoles—and types of meristematic tissues (apical, lateral, intercalary).
- Comparison: Discuss functions and locations of different meristematic tissues.
- Generalization: Students conclude meristematic tissues enable growth in length, girth, and regeneration.
- Application: Observation of slides and diagrams to identify apical, lateral, and intercalary meristems.

Evaluation

1. Describe the structure of meristematic tissues.
2. Name the types of meristematic tissues.
3. What is the function of apical meristem?
4. How does lateral meristem contribute to plant growth?

Homework

Draw diagrams showing different types of meristematic tissues and write their functions.

SIMPLE PERMANENT TISSUES IN PLANTS

General Information

- Class: IX
- Subject: Science
- Chapter: Tissues
- Topic: Simple Permanent Tissues in Plants
- Date: 27.05.2024
- Duration: 45 minutes
- Teaching Aids: Microscopic slides of plant tissues, diagrams, charts, plant samples

Teaching Objectives

- Knowledge: Students will identify types of simple permanent tissues: parenchyma, collenchyma, and sclerenchyma.
- Understanding: Students will describe the structure and functions of each simple permanent tissue.
- Application: Students will recognize these tissues in plant samples and diagrams.

Previous

Knowledge

Students have learned about meristematic tissues and their roles.

Presentation

- Preparation: Teacher revises permanent tissues and asks about differences with meristematic tissues.
- Presentation: Description of simple permanent tissues:
 - Parenchyma: thin-walled cells for storage and photosynthesis
 - Collenchyma: thickened walls for support in growing parts
 - Sclerenchyma: thick lignified walls for mechanical strength
- Comparison: Discussion on location and function differences of the three tissues.
- Generalization: Students summarize how simple permanent tissues contribute to plant structure and growth.
- Application: Observe slides and diagrams to identify and label tissue types.

Evaluation

1. Name three types of simple permanent tissues.
2. What is the function of collenchyma?
3. Describe sclerenchyma cells.
4. Where is parenchyma found in plants?

Homework

Draw and label diagrams of simple permanent tissues and note their functions.

COMPLEX PERMANENT TISSUES (XYLEM & PHLOEM)

General Information

- Class: IX
- Subject: Science
- Chapter: Tissues
- Topic: Complex Permanent Tissues – Xylem and Phloem
- Date: 28.05.2024
- Duration: 45 minutes
- Teaching Aids: Microscopic slides, diagrams, charts showing structure and function of xylem and phloem

Teaching Objectives

- Knowledge: Students will identify and describe xylem and phloem tissues.
- Understanding: Students will understand the functions of xylem in water conduction and phloem in food transport.
- Application: Students will identify xylem and phloem in plant samples and label diagrams.

Previous

Knowledge

Students have learned about simple permanent tissues and plant structure.

Presentation

- Preparation: Teacher recalls simple tissues and introduces complex tissues.
- Presentation: Explanation of xylem tissues (tracheids, vessels, xylem fibers) and their role in water transport; explanation of phloem tissues (sieve tubes, companion cells) and their role in food transport.
- Comparison: Discuss differences between xylem and phloem in structure and function.
- Generalization: Students summarize vascular tissue function critical for plant survival.
- Application: Students observe diagrams and slides to identify components of xylem and phloem.

Evaluation

1. What are the main components of xylem?
2. How does phloem transport food?
3. Contrast xylem and phloem functions.
4. Why are complex tissues important for plants?

ANIMAL TISSUES - TYPES AND FUNCTIONS

General Information

- Class: IX
- Subject: Science
- Chapter: Tissues
- Topic: Animal Tissues - Types and Functions
- Date: 29.05.2024
- Duration: 45 minutes
- Teaching Aids: Diagrams, microscope slides of animal tissues, charts

Teaching Objectives

- Knowledge: Students will identify different types of animal tissues: epithelial, connective, muscular, and nervous.
- Understanding: Students will understand the structure and functions of each tissue type.
- Application: Students will recognize animal tissues in diagrams and explain their roles.

Previous

Knowledge

Students have studied plant tissues and basic tissue functions.

Presentation

- Preparation: Teacher asks students about types of tissues in animals and their need for different functions.
- Presentation: Explanation of four main animal tissue types with examples and characteristics:
 - Epithelial (covers body surfaces)
 - Connective (supports, connects tissues)
 - Muscular (enables movement)
 - Nervous (coordinates and controls activities)
- Comparison: Contrast the structure and function of each tissue type.
- Generalization: Students conclude how specialized tissues help animal survival and function.
- Application: Observe slides and diagrams, identifying tissue types.

Evaluation

1. Name the four types of animal tissues.
2. What is the function of muscular tissue?
3. Describe the role of nervous tissue.
4. Why is connective tissue important?

Homework

Draw and label one example of each animal tissue and write one function for each.

EPITHELIAL TISSUES - TYPES AND FUNCTIONS

General	Information
Class:	IX
Subject:	Science
Chapter:	Tissues
Topic:	Epithelial Tissues - Types and Functions
Date:	30.05.2024
Duration:	45 minutes

Teaching Aids: Microscope slides, diagrams, charts

Teaching Objectives

- Knowledge: Students will define epithelial tissues and recognize types such as squamous, cuboidal, and columnar.
- Understanding: Students will describe the structure and functions including protection, secretion, absorption.
- Application: Students will identify epithelial tissues in slides and diagrams and relate them to body functions.

Previous Knowledge

Students have been introduced to animal tissues.

Presentation

- Preparation: Teacher asks about body coverings and linings.
- Presentation: Explanation of epithelial tissue types with slides and diagrams.
- Comparison: Differentiate types based on shape and function.
- Generalization: Epithelial tissues protect and line body surfaces.
- Application: Observation of prepared slides identifying different epithelial tissues.

Evaluation

- Name three types of epithelial tissues.
- What are the functions of epithelial tissues?
- Where is columnar epithelium found?

Homework

Draw diagrams of epithelial tissue types and write their functions.

SIMPLE PERMANENT TISSUES IN PLANTS

General Information

Class: IX

Subject: Science

Chapter: Tissues

Topic: Simple Permanent Tissues in Plants

Date: 27.05.2024

Duration: 45 minutes

Teaching Aids: Microscope slides of parenchyma, collenchyma and sclerenchyma, diagrams, charts

Teaching Objectives

- Knowledge: Students will identify simple permanent tissues: parenchyma, collenchyma, sclerenchyma.
- Understanding: Students will describe their structure and functions such as storage, support, and protection.
- Application: Students will observe and identify these tissues in prepared slides and diagrams.

Previous Knowledge

Students have learned about meristematic tissues and their role in plant growth.

Presentation

- Preparation: Teacher asks students what happens to meristematic tissues after growth stops.
- Presentation: Explanation of simple permanent tissues with diagrams and slide observations emphasizing thin vs. thick walls and functions.
- Comparison: Contrast parenchyma's thin walls with thickened walls of collenchyma and lignified walls of sclerenchyma.
- Generalization: Students summarize simple permanent tissues support plant structure and storage.
- Application: Students observe slides/diagrams and label tissue types.

Evaluation

1. Name the three types of simple permanent tissues.
2. What is the function of collenchyma?
3. Describe sclerenchyma cells.
4. Where is parenchyma commonly found?

Homework

Draw and label diagrams of simple permanent tissues and write two functions of each.

COMPLEX PERMANENT TISSUES (XYLEM & PHLOEM)

General Information

Class: IX

Subject: Science

Chapter: Tissues

Topic: Complex Permanent Tissues - Xylem and Phloem

Date: 28.05.2024

Duration: 45 minutes

Teaching Aids: Microscope slides of xylem and phloem, diagrams, charts

Teaching Objectives

- Knowledge: Students will identify xylem and phloem as complex permanent tissues and their components.
- Understanding: Students will describe the structure and functions of xylem (water conduction) and phloem (food transport).
- Application: Students will observe and recognize these tissues in prepared slides and diagrams.

Previous Knowledge

Students have studied simple permanent tissues.

Presentation

- Preparation: Teacher recalls simple tissues and introduces complex tissues.
- Presentation: Explanation of xylem parts (tracheids, vessels, fibers) and phloem parts (sieve tubes, companion cells) with diagrams and slides.
- Comparison: Differentiate xylem and phloem based on structure and function.
- Generalization: Students conclude xylem and phloem are vital for transport in plants.
- Application: Identification exercise using slides and diagrams.

Evaluation

1. What are the main components of xylem?
2. How does phloem transport food?
3. Differentiate between xylem and phloem functions.

Homework

Draw and label xylem and phloem tissues and write their functions.

INTRODUCTION TO ANIMAL TISSUES

General Information

Class: IX

Subject: Science

Chapter: Tissues

Topic: Introduction to Animal Tissues

Date: 29.05.2024

Duration: 45 minutes

Teaching Aids: Diagrams, microscope slides of animal tissues, charts

Teaching Objectives

- Knowledge: Students will identify different types of animal tissues: epithelial, connective, muscular, and nervous.
- Understanding: Students will understand the structure and functions of each tissue type.
- Application: Students will recognize animal tissues in diagrams and explain their roles.

Previous Knowledge

Students have studied plant tissues and basic tissue functions.

Presentation

- Preparation: Teacher asks students about types of tissues in animals and their need for different functions.
- Presentation: Explanation of four main animal tissue types with examples and characteristics:
 - Epithelial (covers body surfaces)
 - Connective (supports, connects tissues)
 - Muscular (enables movement)
 - Nervous (coordinates and controls activities)
- Comparison: Contrast the structure and function of each tissue type.
- Generalization: Students conclude how specialized tissues help animal survival and function.
- Application: Observe slides and diagrams, identifying tissue types.

Evaluation

- Name the four types of animal tissues.
- What is the function of muscular tissue?
- Describe the role of nervous tissue.
- Why is connective tissue important?

Homework

Draw and label one example of each animal tissue and write one function for each.

MUSCULAR TISSUES - TYPES AND FUNCTIONS

General Information

Class: IX

Subject: Science

Chapter: Tissues

Topic: Muscular Tissues - Types and Functions

Date: 03.06.2024

Duration: 45 minutes

Teaching Aids: Diagrams, videos, models of muscles

Teaching Objectives

- Knowledge: Students will identify and classify skeletal, smooth, and cardiac muscles.
- Understanding: Students will describe the structure and functions of each muscle type.
- Application: Students will compare voluntary and involuntary muscles through observation and discussion.

Previous Knowledge

Students have knowledge of basic animal tissues.

Presentation

- Preparation: Teacher questions students about the different types of movements and asks for examples of muscles used.
- Presentation: Explanation of muscular tissue types with videos and diagrams demonstrating structure and function.
- Comparison: Contrast voluntary skeletal muscles with involuntary smooth and cardiac muscles.
- Generalization: Muscular tissues help in movement and maintenance of posture.
- Application: Group activity categorizing muscles and role play of muscle functions.

Evaluation

- Name three types of muscular tissues.
- What is the difference between voluntary and involuntary muscles?
- Which type of muscle is found in the heart?

CONNECTIVE TISSUES - TYPES AND FUNCTIONS

General Information

Class: IX

Subject: Science

Chapter: Tissues

Topic: Connective Tissues - Types and Functions

Date: 04.06.2024

Duration: 45 minutes

Teaching Aids: Charts, models, microscope slides of connective tissues

Teaching Objectives

- Knowledge: Students will describe various types of connective tissues including bone, cartilage, blood, dense and loose connective tissues.
- Understanding: Students will understand the functions of connective tissues in support, protection, and transport.
- Application: Students will identify connective tissues in diagrams and relate their functions to example organs or body parts.

Previous Knowledge

Students have studied muscular and epithelial tissues.

Presentation

- Preparation: Teacher asks students what supports and connects different parts of the body.
- Presentation: Explanation using models and slides of connective tissue types and their characteristics.
- Comparison: Compare structure and functions of different connective tissues.
- Generalization: Connective tissues provide structural and metabolic support in the body.
- Application: Observation and labeling activity using microscope slides and charts.

Evaluation

- Name three types of connective tissues.
- What is the role of cartilage in the body?
- How does blood qualify as a connective tissue?

Homework

Draw and label diagrams of connective tissues and write their main functions.

NERVOUS TISSUE - NEURONS AND THEIR FUNCTION

General Information

Class: IX

Subject: Science

Chapter: Tissues

Topic: Nervous Tissue: Neurons and Their Function

Date: 05.06.2024

Duration: 45 minutes

Teaching Aids: Diagrams, models, videos

Teaching Objectives

- Knowledge: Neuron structure and function.
- Understanding: Nerve impulse conduction.
- Application: Identify neuron parts and functions.

Previous Knowledge

Animal tissues knowledge.

Presentation

- Preparation: Discussion on coordination and stimuli response.
- Presentation: Diagrams and videos explaining neurons.
- Comparison: Neurons vs other tissues.
- Generalization: Nervous tissue controls body activities.
- Application: Draw and label neurons.

Evaluation

- What is a neuron?
- Function of dendrites and axons?
- How does a nerve impulse travel?

Homework

Draw neuron diagram with labels and functions.

REVIEW AND COMPARATIVE STUDY

General Information

Class: IX

Subject: Science

Chapter: Tissues

Topic: Chapter 5 Review and Comparative Study

Date: 06.06.2024

Duration: 45 minutes

Teaching Aids: Worksheets, quizzes, charts

Teaching Objectives

- Knowledge: Recall all types of tissues and their characteristics.
- Understanding: Compare structures and functions of different tissues.
- Application: Solve review questions, participate in group discussions.

Previous Knowledge

All tissue types covered in previous lessons.

Presentation

- Preparation: Recap previous lessons through questioning.
- Presentation: Group activities comparing tissue features.
- Comparison: Use charts for comparison.
- Generalization: Reinforce importance of tissue functions.
- Application: Answer questions and quizzes.

Evaluation

- List four animal tissue types.
- Compare muscular and connective tissues.
- Identify tissue responsible for protection.

BASIS OF CLASSIFICATION AND HIERARCHY

General Information

Class: IX

Subject: Science

Chapter: Diversity in Living Organisms

Topic: Basis of Classification and Hierarchy

Date: 10.06.2024

Duration: 45 minutes

Teaching Aids: Charts, classification keys

Teaching Objectives

- Knowledge: Understand taxonomy and hierarchy (kingdom to species).
- Understanding: Explain classification based on traits.
- Application: Use keys to identify organisms.

Previous Knowledge

Basic knowledge of organism diversity.

Presentation

- Preparation: Discuss need for classification.
- Presentation: Explain hierarchical levels with examples.
- Comparison: Broad vs narrow categories.
- Generalization: Classification organizes biodiversity.
- Application: Practice classification exercises.

Evaluation

- List classification levels.
- Define taxonomy.
- Role of hierarchy in biology.

THE FIVE-KINGDOM SYSTEM: MONERA AND PROTISTA

General Information

Class: IX

Subject: Science

Chapter: Diversity in Living Organisms

Topic: Five Kingdom System: Monera and Protista

Date: 11.06.2024

Duration: 45 minutes

Teaching Aids: Microscopic images, charts

Teaching Objectives

- Knowledge: Identify Monera and Protista characteristics.
- Understanding: Distinguish cell types and nutrition.
- Application: Recognize examples.

Previous Knowledge

Cell biology basics.

Presentation

- Preparation: Discuss microbes in daily life.
- Presentation: Show features of Monera and Protista.
- Comparison: Prokaryotes vs eukaryotes.
- Generalization: Diversity and roles in ecosystems.
- Application: Classify microbe images.

Evaluation

- Examples of Monera and Protista.
- Differences in cell structure.
- Nutrition types.

THE FIVE-KINGDOM SYSTEM: FUNGI AND PLANTAE

General Information

Class: IX

Subject: Science

Chapter: Diversity in Living Organisms

Topic: Five Kingdom System: Fungi and Plantae

Date: 12.06.2024

Duration: 45 minutes

Teaching Aids: Samples, slides, charts

Teaching Objectives

- Knowledge: Features of Fungi and Plantae kingdoms.
- Understanding: Reproduction and nutrition overview.
- Application: Identify samples.

Previous Knowledge

Multicellular organism knowledge.

Presentation

- Preparation: Discuss mushrooms and plants.
- Presentation: Describe fungi and plant characteristics.
- Comparison: Nutritional and reproductive modes.
- Generalization: Ecological importance.
- Application: Classify samples.

Evaluation

- Define fungi and plantae.
- Nutrition modes.
- Plant divisions.

DETAILED STUDY OF PLANTAE (MAJOR DIVISIONS)

General Information

Class: IX

Subject: Science

Chapter: Diversity in Living Organisms

Topic: Plantae Major Divisions

Date: 13.06.2024

Duration: 45 minutes

Teaching Aids: Plant samples, charts

Teaching Objectives

- Knowledge: Bryophyta, Pteridophyta, Gymnosperms, Angiosperms features.
- Understanding: Differences in vascular structures.
- Application: Group plants by division.

Previous Knowledge

Basic plant biology.

Presentation

- Preparation: Recall plant structures.
- Presentation: Describe characteristics and examples.
- Comparison: Reproduction and tissue differences.
- Generalization: Evolutionary complexity.
- Application: Identify plants.

Evaluation

- Four plant divisions.
- Gymnosperm features.
- Angiosperm seed types.

THE FIVE-KINGDOM SYSTEM: ANIMALIA (MAJOR PHYLA)

General Information

Class: IX

Subject: Science

Chapter: Diversity in Living Organisms

Topic: Animalia Major Phyla

Date: 18.06.2024

Duration: 45 minutes

Teaching Aids: Animal charts, videos

Teaching Objectives

- Knowledge: Main animal phyla and features.
- Understanding: Body plans and habitats.
- Application: Classify animals by phylum.

Previous Knowledge

Animal diversity.

Presentation

- Preparation: Discuss common animals.
- Presentation: Explain phyla characteristics.
- Comparison: Body symmetry, complexity.
- Generalization: Adaptation-linked diversity.
- Application: Identify phyla.

Evaluation

- Name major phyla.
- Arthropod features.
- Define coelom.

Homework

preparation of Chart animal phyla.

FINAL REVIEW AND REVISION SESSION

General Information

Class: IX

Subject: Science

Chapter: Diversity in Living Organisms

Topic: Summary and Revision

Date: 19.06.2024

Duration: 45 minutes

Teaching Aids: Quizzes, worksheets

Teaching Objectives

- Review classification and diversity concepts.
- Assess understanding via quizzes.

Previous Knowledge

Complete chapter knowledge.

Presentation

- Recap key topics.
- Conduct quizzes and discussions.

Evaluation

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TITLE OF THE THESIS:	Effect of ICT on Academic Achievement in Science among Secondary School Students: An Experimental Study



**NATIONAL SEMINAR ON
EDUCATING YOUTH IN THE DIGITAL AND TRANSFORMATIVE
INNOVATION AGE**



This is to certify that

Eloy S. Talapeki, Research Scholar
Department of Education, Mizoram University
presented a paper on the topic

An Overview of Related Literature on Effect of
ICT on Academic Achievement in Science
on 8th & 9th June, 2023 held at Golden Jubilee Hall, Pachhunga University College.

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Certificate

This is to certify that Dr./Mr./Ms.

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ICT for Teaching Science at Secondary Level of Education: Problems and Prospect based on Review on Literature

Elcy S. Lalropeki*
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Abstract

Information and Communication Technology (ICT) is an important tool in everyday life with the uprising technological world. Education has also integrated ICT to a great extent in its world. The use of ICT in schools and colleges has become one of the criteria for assessment. The present article is a summary of several reviews of literatures all connected with the integration of ICT in education. The integration of Information and Communication Technology (ICT) in science education at the secondary level in Mizoram presents significant opportunities but also faces notable challenges. The findings mainly showed that the integration of ICT in science education in Mizoram faces challenges like inadequate infrastructure, poor funding, teacher training gaps, power issues, and resistance to change. However, ICT offers prospects such as enhanced learning, access to resources, inquiry-based learning, and bridging urban-rural gaps. Addressing these challenges and leveraging ICT's potential can transform education and prepare students for the digital age.

Key words: *ICT, Secondary school, Mizoram, problems, prospects*

Introduction

With the rapid emergence of technology, the integration of Information and Communication Technology (ICT) as a means of learning has become increasingly essential across all levels of education. Recognizing this need, the Ministry of Human Resource Development (MHRD) introduced the ICT @ School scheme, aimed at modernizing education through the adoption of digital tools and resources. In Mizoram, this initiative has had a significant impact, fostering the use of ICT as a

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mode of learning even in a state where traditional teaching methods have long been dominant. Since its inception in the financial year 2005-06, the ICT @ School scheme has been implemented in all 348 approved schools in Mizoram by the financial year 2017-18, reflecting the state's commitment to embracing technological advancements in education. This widespread implementation has enabled schools to integrate digital tools such as computers, projectors, and internet-based resources into their teaching and learning processes, enhancing the overall educational experience. The government has taken proactive measures at various levels to promote ICT usage, including providing infrastructure, training teachers, and developing digital content aligned with the curriculum. These efforts have not only improved access to quality educational resources but have also made learning more interactive and engaging for students. Teachers, equipped with ICT skills, are now better able to explain complex concepts through multimedia and simulations, while students benefit from personalized and self-paced learning opportunities. However, challenges such as ensuring consistent internet connectivity, addressing the digital divide, and sustaining teacher training programs remain. Despite these hurdles, the successful implementation of the ICT @ School scheme in Mizoram demonstrates the state's potential to leverage technology for educational advancement. By continuing to invest in infrastructure, teacher development, and community engagement, Mizoram can further strengthen its education system, ensuring that students are well-prepared to thrive in a technology-driven world. The ICT @ School Scheme serves as a testament to the transformative power of technology in education, paving the way for a more inclusive and innovative learning environment.

Science is a compulsory subject at the secondary school level, encompassing both theoretical knowledge and practical applications. It is a discipline rooted in facts, figures, and complex concepts, making it inherently challenging for students to grasp. Subjects like science and mathematics require special emphasis due to their intricate terminologies and abstract ideas, which often pose difficulties for learners. Despite concerted efforts by the government to improve science education through initiatives like curriculum reforms, teacher training, and the integration of ICT, several challenges persist. At the infrastructure level, many schools lack well-equipped laboratories and resources for practical experiments, limiting hands-on learning. At the teacher level, inadequate training and reliance on traditional teaching methods hinder effective delivery of scientific concepts. Additionally, students often struggle with understanding complex theories and applying them in real-world contexts. Socio-economic disparities further exacerbate these issues, as students from underprivileged backgrounds may lack access to quality educational resources. Addressing these challenges requires a multi-faceted approach, including investment in infra-

structure, continuous teacher development, and innovative teaching methodologies to make science education more engaging and accessible for all students

Experimental studies on the use of Information and Communication Technology (ICT) in science education have consistently demonstrated its positive impact on learning outcomes. Ziden et al. (2012) conducted a study comparing ICT-based teaching with traditional methods and found that students taught using ICT tools achieved significantly higher academic performance. Their research also revealed a gender-based difference, with male students scoring higher than female students in ICT-enabled learning environments. This finding suggests the need for further exploration into gender dynamics and tailored approaches to ensure equitable learning opportunities. Similarly, Sharma and Sharma (2017) highlighted that ICT implementation not only enhances students' interest but also increases teachers' enthusiasm for delivering science education. Their study emphasized that ICT makes learning more interactive and engaging, helping students grasp complex scientific concepts more effectively. However, both students and teachers agreed that successful ICT integration requires careful planning, effort, and preparation. Teachers need adequate training to use ICT tools effectively, while students must be guided to adapt to digital learning platforms. These studies collectively underscore the transformative potential of ICT in science education, particularly in making learning more dynamic and accessible. However, challenges such as gender disparities, teacher preparedness, and the need for structured implementation strategies must be addressed to maximize the benefits of ICT. By overcoming these hurdles, ICT can play a pivotal role in creating an inclusive and innovative science education system

Problems Encountered for Teaching Science at the Secondary Level Using ICT in Mizoram based on Literature review

The deployment of Information and Communication Technology (ICT) in teaching has been globally acknowledged as a revolutionary tool for improving teaching and learning. However, in Mizoram, a state in Northeast India, the use of ICT in secondary-level science education faces numerous challenges. These challenges are deeply rooted in infrastructural, economic, socio-cultural, and pedagogical issues. This literature review examines the problems encountered in implementing ICT-based science education in Mizoram, drawing on existing research and studies.

Lack of Infrastructure

One of the major hindrances to the effective use of ICT in science teaching is the lack of adequate infrastructure. Research indicates that most schools in Mizoram, especially in rural areas, lack basic ICT tools such as computers, projectors, smart

boards, and reliable internet connections (Lallianthanga, 2019). Even in schools where ICT tools are available, they are often outdated or insufficient in number to cater to the entire student population. The digital divide between urban and rural schools in India is significant, with rural schools lagging far behind in terms of ICT infrastructure, as highlighted in a report by the National Council of Educational Research and Training (NCERT, 2020).

Poor Funding and Resource Allocation

Financial constraints are another substantial barrier to the adoption of ICT in science education. Schools in Mizoram often operate on limited budgets, which are inadequate for purchasing and maintaining ICT equipment (Ralte, 2021). The high costs of computers, software, and internet connectivity further exacerbate the problem. Additionally, there is a lack of funding for teacher training programs, which are essential for the effective use of ICT in classrooms. A study by Chakraborty and Mondal (2018) highlights that inadequate financial support from the government and private sectors is a significant obstacle to ICT integration in education, particularly in economically disadvantaged regions like Mizoram.

Inadequate Teacher Training

The successful integration of ICT into science education largely depends on the competence of teachers. However, many teachers in Mizoram lack the necessary skills and training to effectively use ICT tools (Lalrinawma, 2020). Research shows a shortage of professional development programs focused on ICT integration in teaching. As a result, even when ICT tools are available, teachers may not know how to use them to enhance science education. UNESCO (2017) emphasizes that teacher training is a critical factor in the successful implementation of ICT in education, and the lack of such training in Mizoram limits the potential of ICT to transform teaching and learning.

Power Supply Issues

Frequent power outages and unreliable electricity supply are common problems in Mizoram, particularly in rural areas (Zothansanga, 2019). Since ICT tools rely heavily on electricity, these disruptions make it difficult to conduct consistent ICT-based lessons. Power shortages not only interrupt teaching but also damage electronic equipment over time, increasing maintenance costs and reducing the lifespan of ICT tools. A report by the Ministry of Power, Government of India (2021), highlights that states in Northeast India, including Mizoram, face significant challenges in ensuring uninterrupted power supply, which directly impacts the use of ICT in education.

Digital Divide

The digital divide, or the gap between those who have access to ICT and those who do not, is a significant issue in Mizoram. This divide is evident not only between urban and rural areas but also among different socio-economic groups within the state (Lalthanzara, 2020). Students from economically disadvantaged backgrounds often lack access to digital devices and the internet at home, putting them at a disadvantage compared to their peers. This inequality in access to ICT resources creates unequal learning opportunities and undermines the goal of using ICT to promote inclusive education.

Resistance to Change

Traditional teaching methods are deeply entrenched in the education system in Mizoram, and there is often resistance to change among teachers and administrators (Ramliana, 2018). Many educators are accustomed to conventional teaching methods and are hesitant to adopt ICT-based approaches. This resistance is often fueled by a lack of awareness about the benefits of ICT in education and a fear of the unknown. A study by Bhattacharjee and Deb (2016) found that resistance to change is a common barrier to ICT integration in education, particularly in regions where traditional teaching methods have been the norm for decades.

Language Barriers

The availability of ICT resources in local languages is limited, which poses a challenge for both teachers and students in Mizoram (Lalmachhuana, 2021). Most ICT tools and digital content are available in English or Hindi, which may not be the first language for many students in Mizoram. This language barrier hinders effective communication and understanding, making it difficult for students to fully benefit from ICT-based science education.

Maintenance Challenges

The maintenance of ICT equipment is another significant challenge in Mizoram. Many schools lack the technical expertise and resources to repair and maintain ICT tools, leading to frequent breakdowns and prolonged periods of inactivity (Lalrinmawia, 2020). A study by Sharma and Sharma (2019) highlights that the lack of technical support is a major barrier to the sustained use of ICT in education, particularly in remote and rural areas.

The integration of ICT into science education at the secondary level in Mizoram faces numerous challenges, including a lack of infrastructure, poor funding, inade-

quate teacher training, power supply issues, the digital divide, resistance to change, language barriers, and maintenance challenges. Addressing these issues requires a multi-faceted approach, involving increased investment in ICT infrastructure, comprehensive teacher training programs, and policies aimed at bridging the digital divide. By overcoming these obstacles, Mizoram can harness the potential of ICT to transform science education and provide students with the skills and knowledge they need to thrive in the 21st century.

Prospects of ICT for teaching science at secondary level of education in mizoram

The application of Information and Communication Technology (ICT) in education has the potential to transform science teaching and learning. At the secondary school level in Mizoram, the implementation of ICT in science education offers numerous possibilities to improve the quality of education, bridge learning disparities, and equip students for the challenges of the 21st century. This review of literature discusses the potential of ICT in secondary school science teaching in Mizoram, based on available research and studies.

Improved Teaching and Learning Experiences

ICT tools such as multimedia presentations, simulations, and virtual laboratories can enhance the learning of science by making it more interactive and engaging. As pointed out by Lalrinawma (2020), ICT can be used to visualize intricate scientific concepts, making them easier to grasp. For example, animations and videos can demonstrate biological processes, chemical reactions, and physical phenomena that are difficult to illustrate through conventional teaching methods. This interactive approach fosters a deeper understanding of scientific principles and enhances student achievement.

Access to Quality Educational Resources

ICT provides access to a plethora of digital resources, including e-books, online journals, and educational videos, which can complement conventional textbooks. In Mizoram, where access to quality educational materials is often limited, ICT can bridge this gap by exposing students and teachers to updated and relevant content (Lallianthanga, 2019). Platforms such as the National Digital Library of India (NDLI) and SWAYAM offer free access to high-quality educational content, enabling students in rural areas to learn at their own pace.

Encouragement of Inquiry-Based Learning

ICT tools such as virtual labs and simulation software allow students to experiment and investigate scientific principles in a safe and controlled environment. This facilitates inquiry-based learning, where students can hypothesize, test, and draw conclusions independently. According to Chakraborty and Mondal (2018), ICT-based inquiry learning enhances critical thinking, problem-solving skills, and scientific curiosity, which are essential for success in science education.

Bridging the Urban-Rural Divide

One of the greatest opportunities of ICT is its ability to narrow the educational gap between urban and rural communities. In Mizoram, where rural schools often lack access to qualified science teachers and laboratory facilities, ICT can provide virtual access to expert instructors and online lab experiments (Lalthanzara, 2020). This ensures that students in remote areas receive the same quality of education as their urban counterparts, promoting educational equity.

Teacher Professional Development

ICT offers avenues for the professional development of teachers through online training courses, webinars, and workshops. Teachers in Mizoram can enhance their pedagogical skills and learn to integrate ICT into their teaching practices. As emphasized by UNESCO (2017), well-trained teachers are essential for the effective use of ICT in education. By equipping teachers with the necessary skills, ICT can revolutionize science education in Mizoram.

Personalized Learning

ICT facilitates personalized learning, enabling students to learn at their own pace and according to their individual needs. Adaptive learning platforms and web-based assessments can identify students' strengths and weaknesses, allowing teachers to tailor their instruction accordingly (Ralte, 2021). This personalized approach helps students overcome learning challenges and achieve improved academic performance.

Preparation for the Digital Age

Integrating ICT into science education prepares students for the digital age by equipping them with essential digital literacy skills. In a world increasingly driven by technology, proficiency in using digital tools is critical for future employment and higher education (Bhattacharjee & Deb, 2016). By incorporating ICT into science education, Mizoram can ensure that its students are well-prepared for the challenges of the 21st century.

Cost-Effective Solutions

While the initial investment in ICT infrastructure may be high, ICT offers cost-effective solutions in the long run. Digital resources can be reused and shared, reducing the need for physical textbooks and laboratory equipment (Sharma & Sharma, 2019). Additionally, online platforms can minimize the costs associated with teacher training and professional development.

Research Gap

The research findings clearly revealed that most of the studies on ICT has been focusing on resources, teachers and students, but hardly any study was conducted on actual teaching experience and the impact of ICT on this aspect of education. This was a serious research gap and needs to be filled so that education may have more research findings for reference in order to improve and develop.

In light of the research findings and identified gaps, there is an urgent need for studies that focus on the actual teaching experiences and the effect of ICT on classroom practices. While existing research emphasizes resources, teachers, and students, the practical application of ICT in teaching remains underexplored. Understanding how ICT transforms teaching methods, enhances classroom interactions, and addresses pedagogical challenges is crucial. Such research will provide actionable insights to optimize ICT integration and improve educational outcomes in diverse contexts.

Challenges and the Way Forward

Despite its numerous prospects, the integration of ICT in science education in Mizoram faces challenges such as inadequate infrastructure, poor funding, and resistance to change. Addressing these challenges requires a multi-faceted approach, including increased investment in ICT infrastructure, comprehensive teacher training programs, and policies aimed at bridging the digital divide. Collaboration between the government, private sector, and educational institutions is essential to harness the full potential of ICT in science education

The integration of Information and Communication Technology (ICT) in science education in Mizoram offers significant prospects but also faces notable challenges. Mizoram, with one of the highest literacy rates in India, has the potential to revolutionize its education system by embracing ICT, particularly in science education. However, the dominance of traditional teaching methods poses a barrier to this transformation. To fully harness the benefits of ICT, stakeholders and authorities must address the challenges at three critical levels: infrastructure, teacher readiness, and student accessibility. To overcome these challenges, stakeholders must invest in

building robust ICT infrastructure, particularly in underserved areas. Teacher training programs should be prioritized to equip educators with the skills to integrate ICT into their teaching. Additionally, the curriculum should be revised to include ICT-based learning modules. Public-private partnerships and community engagement can also play a crucial role in bridging gaps and fostering a supportive environment for ICT integration. In conclusion, while ICT holds immense potential to enhance science education in Mizoram, addressing the challenges at the infrastructure, teacher, and student levels is essential. A collaborative effort from all stakeholders can pave the way for a modern, effective, and inclusive education system.

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NEW TRENDS IN PEDAGOGY

NEP 2020
PROSPECTS & CHALLENGES

Jasim Ahmad, Roohi Fatima
Aerum Khan & Ansar Ahmad



11.

Integration of ICT in the Teaching of Science

Elcy S. Lalropeki¹ & Lynda Zohmingliani²

Introduction

With the emergence of technology, there is an increasing need in the integration of ICT as a means of learning at different levels of education. The Ministry of Human Resource Department has introduced the ICT @ School scheme in different states of India and this has a great impact toward the usage of ICT as a mode of learning even in Mizoram. The state of Mizoram has covered all 348 of the schools that were approved to implement the ICT@ School program between the financial years 2005–06 and 2017–18. The government has launched many programs to encourage the use of ICT in the teaching and learning process.

Science is studied as a compulsory subject at the secondary school level. Science mainly consists of facts and figures which may be studied in theory as well as practical. Special emphasis

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has been given to subjects like science and mathematics due to their complexity in terms of terminologies and concepts. Regardless of the effort made by the government, there has always been challenges and problems faced at different levels.

An experimental study on the effect of ICT in science education has been done by many researchers and in most cases ICT has been found to have a positive impact in science education. Ziden et al., (2012) in their experiment showed that students taught with ICT tools show higher achievement than that of students taught in the traditional method and Male students have higher scores than that of female students. Sharma and Sharma (2017) discovered that ICT implementation enhances the interest of the learners as well as the teachers. Both the students and teachers agreed that ICT usage required efforts and a well prepared plan.

Related Literature

For the present study, a related literature review consists of a collection of studies that has been conducted with reference to the use of ICT in teaching science.

Ghavifekr, et al. (2016) conducted a study on Teachers' perspectives of issues and obstacles related to teaching and learning with ICT tools. Their findings concluded that the teacher as well as the student faced certain problems with regards to the usage of ICT as a mode of learning. Some major problems or challenges encountered are limited access, lack of effective training, time constraint, and poor network connection. Their findings also reveal that female teachers have a lower rate of ICT usage in teaching than that of male teachers.

Savec (2017) conducted research on ICT's prospects and challenges in science education. The study concentrated on the advantages and difficulties, specifically pertaining to the technological and pedagogical content knowledge (TPACK) of science teachers. To effectively integrate ICT in the learning process, it is advised that subject-specific ICT resources be developed, scientific teachers receive appropriate training, ongoing in-service training are provided, etc.

Buabeng-Andoh (2019) conducted a case study examining the factors influencing secondary school teachers' pedagogical use of ICT and found that the level of ICT usage among teachers is confined to basic methods such as the usage of search engines like google and class presentation. His finding also showed that female teachers have a higher level of ICT usage than male teachers.

Abbott & faris (2000) conducted a survey on Using Technology to Enhance Preservice Literacy Education: An Elementary Education Student Survey Attitudes toward Computers. The survey reveals that the student requires more effective instructional approaches, meaningful assignments that require use of ICT tools and supportive teachers in order to yield a positive result with respect to the integration of ICT in learning.

Diya & Pandey (2022) conducted a study on ICT integration in secondary education. The study came to the conclusion that teachers' ability to organize instruction in engaging and effective ways that support cooperative learning and interactions as well as group and collaborative learning is what determines how effective ICT is in the teaching and learning process.

Objective of the Study

To find out the challenges in integration of ICT in the teaching of science at secondary level of education in Mizoram.

Integrating ICT in the teaching process has always been a challenging task in all parts of Mizoram. The government has taken different measures to integrate ICT in teaching but there has always been a loophole in which ICT cannot seem to be as effective as it should be in school. Science has been given prime importance and hence the use of ICT is believed to enhance the process. The following are the major challenges in integrating ICT in teaching science at secondary school level in Mizoram.

1. **Cost:** The high cost of ICT tools is believed to be one of the major challenges in using ICT in teaching of science. There are several tools for teaching science such as virtual labs, learning games, etc. and this access requires a lot of money

besides the cost of ICT tools.

2. **Lack of Technical Support:** Technical support is mandatory in ICT integration. In Mizoram, there is a huge need for technical support as it is essential for better learning enhancement. Skilled personnel are required to implement ICT in the learning process.
3. **Poor Infrastructure:** The ICT infrastructures in Mizoram are provided by Mizoram Government mainly under the Samagra Shiksha Abhiyan ICT @ School schemes and mostly, no additional tools are available in the school. The infrastructures are not satisfactory for teaching science.
4. **Lack of Trained Teachers:** Most secondary schools in Mizoram do not have trained teachers available in utilizing ICT in the educational process. The teachers have insufficient knowledge and they could use ICT only as a search engine in most cases.
5. **Insufficient Funds:** The funding provided by the government for the purpose of ICT in secondary education is not enough to fully equip the school with ICT infrastructure and educational technologies.
6. **Government Policies:** The policies designed by the government of Mizoram are framed to integrate ICT in school education. The use of ICT for teaching science is considered to be helpful in the urban areas, whereas in the rural areas there seems to be a problem integrating ICT for learning at secondary schools which may be due to failure of the government to provide efficient infrastructure or human resources.
7. **Poor Internet Connection:** Most rural areas in Mizoram have poor internet connection which serves as a challenging task for authorities or institutions to utilize ICT for teaching science as they cannot get access to online learning materials easily.

The challenges faced in using ICT as a mode of teaching can further be categorized into three areas:

1. **Management or System Level:** Management or system level includes problems faced at the management level which may be within the institution or higher authority. Though the government may provide equipment such as Smart boards or educational technology tools, funding seems to be one of the major problems faced. Insufficient funding or irregular funding from the authority leads to inability to utilize the provided tools. The state does not necessarily provide an efficient ICT teacher in all schools where the tool has been given. In some schools none of the teachers are aware of the usage of ICT tools such as smart boards and projectors. Usage of ICT for science education requires proper and systematic planning, and this is a challenge for states like Mizoram due to lack of expert personnel and resources. The Government of Mizoram in collaboration with TATA Institute of social science has prepared a module for science and other subjects, but this does not tend to serve its purpose effectively due to lack of awareness and insufficient training.
2. **Teacher Level:** The science teachers in most secondary schools are senior teachers and might not be in a state to upgrade their knowledge with ICT. Regardless of the fact that ICT is an effective method for teaching science, most teachers seem to prefer the traditional method of teaching. Virtual laboratories are not utilized and the educational technologies provided by different platforms are not exposed to them. Lack of knowledge and insufficient training could be the main issue encountered at the teacher level.
3. **Student Level:** As ICT has only been recently introduced among the learner, exposure to technologies is minimal especially in the rural areas. As the science subject is more of facts and requires logical and rational thought,

the usage of ICT cannot be effective as it is supposed to be because the unfamiliar method of teaching is believed to add more to the complexity nature of the subject. In some cases, the learner may learn well using ICT but are unable to supplement their learning at home due to lack of facilities.

Conclusion

Above are discussed the prospects and problems of ICT as a mode of science education in Mizoram. Mizoram being one of the highest literacy rates in India is expected to widen its horizon in terms of science education and utilization of ICT in education, but traditional method of teaching is believed to be the most common method of teaching in the state. It would be beneficial if the stakeholders and concern authority take a serious dive into the above stated three levels in which problems are encountered. In urban areas like the district capitals, there are proper facilities to enhance learning using ICT, but in certain rural areas the training and guidelines framed by the government are hard to follow due to lack and insufficiency of man and material resources. Science education at secondary level is an important stage while studying science, as the syllabus and curriculum are designed to let the learner grasp a hold on the basics of all the areas in science. Therefore, more convincing strategies are required to use ICT for teaching science at secondary schools to lift the system in accordance with the modern world. The traditional method should be aided with more of an advanced method in order to cope up with the growing technologies and to make learning more effective.

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Department:	Department of Education
Title of the thesis:	Effect of ICT on Academic Achievement in Science among Secondary School Students: An Experimental Study
Date of Admission :	06.09.2022
Date of Approval of Research proposal:	
1. DRC	27 th & 28 th March, 2023
2. BOS	28 th April, 2023
3. SCHOOL BOARD	23 rd May, 2023
MZU REGISTRATION NO:	1600721
Ph.D. REGISTRATION NO:	MZU./Ph.D/2109 of 06.09.2022
EXTENSION (IF ANY):	NIL

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ABSTRACT

EFFECT OF ICT ON ACADEMIC ACHIEVEMENT IN SCIENCE AMONG SECONDARY SCHOOL STUDENTS: AN EXPERIMENTAL STUDY

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY**

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DEPARTMENT OF EDUCATION

SCHOOL OF EDUCATION

DECEMBER, 2025

**EFFECT OF ICT ON ACADEMIC ACHIEVEMENT IN SCIENCE AMONG
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**BY
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**Submitted
In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
in Education of Mizoram University, Aizawl.**

1. Introduction

1.1 Background of the study

1.1.1 ICT and Science Education

ICT stands for Information and Communication Technology. It refers to the use of technology to communicate information and as a means of transport and transfer of knowledge from one person to the other. In education, ICT refers to the diverse set of technological tools and resources used for teaching, learning, and administration. It facilitates access to digital content, enables innovative pedagogies, promotes collaborative learning, and develops essential 21st-century skills, transforming traditional educational environments.

Science education is an educational field which concerns the study of areas that focus on the development of science subject and its teaching-learning processes. It also encompasses the development of skills, attitudes, and the understanding required for the progress of education system with special reference to science subject.

1.1.2 The integration of ICT is supported by several key learning theories:

Constructivism by Piaget and Vygotsky: ICT has transformed the learning process into a collaborative activity where knowledge is actively constructed through interactive simulations in which students can alter the variables, such as PhET, or through collaborative platforms that give social support within the learner's Zone of Proximal Development, such as Google Classroom (Lourenço, 2012; Vygotsky, 1978).

Cognitive Theory of Multimedia Learning: This theory offers principles based on evidence (multimedia, modality, coherence, segmenting) which are meant to direct the digital resources' design in such a way that the cognitive load is managed effectively (Mayer, 2020). For instance, instead of having on-screen text, narrated animations may be used to explain procedures.

TPACK is a teaching framework where the interrelationship among technology and pedagogy, along with content knowledge, results in an informed decision-making process for teachers (Koehler & Mishra, 2009). It prevents, for instance, the superficial application of technology (tech as decoration) and guarantees that the choice of tools will contribute to achieving the set learning objectives in science.

1.1.3 Impact on Equity and Inclusion:

The following are ways in which ICT can be used to further democratize science education:

Bridging Resource Gaps: Students at remote or under-resourced schools can take advantage of high-quality simulations, virtual labs, and Open Educational Resources

AI-driven adaptive learning systems can enable personalized learning by tailoring content and support to meet the individual needs of each student, whether gifted, struggling, or an English language learner.

Providing Assistive Technologies: Tools such as screen readers, speech-to-text software, and haptic feedback devices support students with disabilities to engage in scientific inquiry fully..

1.1.4 ICT and Education in Mizoram

The state of Mizoram, with its hilly terrain and location in northeastern India, presents a unique background for assessing the integration of ICT. Guided by national endeavors such as the Digital India Campaign and the National Education Policy (NEP) 2020, the state has initiated programs to integrate technology into schools.

Current State of Integration:

Infrastructure: Under the ICT @ School Scheme, computers and other equipments have been provided to secondary and upper secondary schools.

Curriculum and Pedagogy: The Mizoram Board of School Education is incorporating digital literacy into the curriculum. Teachers are encouraged to use web resources, multimedia, and software to make classes more interactive.

Teacher Training: Through workshops and training, teachers develop their ICT competence and pedagogical skills.

Persistent Challenges in Mizoram:

The implementation in Mizoram has its own unique, context-specific challenges: The hilly terrain complicates infrastructure development and maintenance. Frequent power outages and poor connectivity in rural areas make everyday usage of digital tools hard to achieve. A large portion of students from economically backward families do not have access to either smartphones or computers in their homes, creating a homework gap. There is also a gender gap in access to family-owned technology and cultural hesitancy among parents about digital learning. The use of technology is confined to computer science classes or used as a supplementary aid rather than deep integration across all subjects. The state curriculum and examination system, largely paper-based, have not yet created the right incentives that could spur digital fluency.

1.2 Rationale of the study

The study seeks to extend research translating theoretical opportunities of ICT in science education into applied implementation, with implications for both science teachers and policy-makers who have a desire to foster more effective STEM education. Despite the strong theoretical promise and significant investment in education technology, empirical knowledge concerning the direct causal effect of ICT on students' learning outcomes in science is still strongly disconnected and often contradictory.

A critical review of the related literature reveals that there is a pronounced lack of empirical research studies related to the use of Information and Communication Technology in the teaching-learning process in Mizoram. Although many descriptive and theoretical papers are found discussing the potential benefits of ICT, what is

primarily lacking is experimental or quasi-experimental research that establishes the causal link between ICT integration and certain educational outcomes. This study will fill this critical gap by providing sound, data-based evidence and thus act as a milestone for further research in this area.

The findings of this study will be of significant value to a range of stakeholders. It will provide policymakers with evidence that is valid and methodologically sound for making resource allocation decisions related to educational technology efforts. This research therefore seeks to provide a methodologically thorough and pedagogically clear analysis of the effectiveness of ICT, which will move the existing body of literature from mere speculation toward the precise understanding of how digital tools can serve effectively to improve academic performance in science.

2. Review of related literature

A total of 89 related studies from 1870-2025 were reviewed in the present study. The literature review is organised into four areas in relation to:

- a) General intelligence test among secondary school students.
- b) Comparison of Academic achievement in science before and after experimental treatment
- c) Comparison of Academic Achievement in Science after experimental treatment in relation to gender

The related literatures were further divided into studies conducted in India (44) and studies conducted abroad (45).

3. Methodology

3.1 Method of the study

The most important component of the present study was to find out the effect of an intervention (ICT module) on the academic performance of students. In order to meet the objectives, a quasi-experimental method of study was employed since a purely experimental design was not feasible. Among various kinds of quasi-

experiments, a pretest, post-test two equivalent group design was used. The research method is symbolically illustrated below:

Research Method (Jaiyeola & Salami, 2006)

O^0 X^1 O^1 (EO)

O^2 X^2 O^3 (CO)

Where,

X^1 = Use of ICT for teaching Science

X^2 = Traditional method for teaching Science

O^0 O^2 = Pre - test

EO = Experimental Group

CO = Control Group

3.2 Design of the Study

The main focus of the present study is to identify the effectiveness of ICT on the academic achievement in science subject. The experiment was then conducted among the two sections of ninth grade students of Govt KM High School Aizawl, Mizoram. To achieve the objectives of the study the investigator developed an ICT module for science Subject to be administered among Experimental group and traditional teaching method is used for control group.

A pretest, post-test two equivalent group design was used in order to check as accurately as possible, the difference in performance between the two groups when only one group was exposed to an experimental intervention. Therefore, it was important to have two equivalent groups from the start. To ascertain the equivalence between the two groups, the General Intelligence Test Inventory (GGTI), created by Dr. GC Ahuja in 2009, was administered.

The teacher-made test was used for both the pre-test and post-test. This particular kind of test was considered more appropriate as the present study focussed on the results of learning a specific subject for a specific length of time. After the pre-test was completed for both Groups, the Experimental Group was instructed utilising the module developed by the investigator, while the Control Group was taught with the Traditional Approach. A total of 45 classes each were taught to both the Groups.

3.3 Population and Sample of the Study

The target population for the present study was secondary school of Mizoram. Using convenience sampling method, two sections of Class IX students from Govt. Km High School were selected. The sampled student totalled 95 with one section having 48 students and the other having 47 students.

In order to group them into two equivalent groups for control and experimental group, a general test of intelligence was conducted. Since there was no significant difference between the two sections, one section with 48 students was assigned as control group. The other section with 47 students was assigned as the experimental group.

3.4 Tools used

1. **General Intelligence Test:** Taking a test of General Intelligence (GGTI) developed by Dr. GC Ahuja (2009) for both the control group and the experimental group for equalizing and homogenising both and within the groups.
2. **ICT Module:** This study involved the development of an ICT-based instructional module by the researcher to facilitate the teaching and learning of science according to a Class IX curriculum of the Mizoram Board of School Education (MBSE). This instructional module was carefully organized so that it related specifically to the Class IX science textbook.

3. Traditional Herbartian Lesson Plan

The investigator prepared a traditional Herbartian lesson plan involving the Herbartian five steps approach.

4. Teacher-made test: Teacher made test prepared by the researcher consisting of 50 questions each was administered for both pre-test and post-test. The scores in the teacher made test was used as an academic achievement score for both the groups.

3.4 Procedure of the experiment:

1. Administration of General Intelligence test to check equivalency between the two groups:

To validate the equivalence of the two study groups (control and experimental), the investigator administers the Group Test of General Intelligence (GGTI) developed by Dr. G.C. Ahuja (2009). The GGTI is a standardized test that assessed student cognitive ability in the areas of verbal, non-verbal, and quantitative reasoning and was devised to provide researchers with an opportunity to measure group equivalence at baseline with respect to intellectual potential of the two groups.

2. Administration of Pre-test:

After ensuring that the Control and Experimental Groups were equivalent, pre-test was conducted using teacher-made test for both Experimental and Control Groups.

3. Conduction of the Experiment for 45 days

The experiment was conducted by teaching the experimental group using ICT module that has been prepared by the researcher. A total of 45 classes were taught to the students and splitting each chapter into numbers of classes. The Control Group were taught using Traditional approach and each class consisted of 45 minutes for both the groups.

4. Administration of Post-test

After the lessons were taught to both the Groups for a period of 45 days, post-test was administered again. The pretest and post-test scores were then presented in order to check the effect of usage of ICT module on students in their understanding of science subject. It was also expected to show the difference in the initial and the final

stage among a group of students. It was also to enable the researcher to compare the differences or lack of, among a control and experimental group.

3.5 Data analysis:

- **Descriptive statistics:** Percentages were used as a descriptive statistic to summarize the data, providing a clear, initial snapshot of the two variables.
- **Parametric test:** The t-test, an inferential parametric test, was then used to determine if the observed difference was statistically significant.

4. Analysis and interpretation of data

Objective 1: To develop a module for teaching science subject with the help of ICT for secondary school students.

Content Selection and Structuring

The Mizoram Board of School Education's (MBSE) prescribed textbook for Class IX Science textbook served as the basis for the module. In order to ensure curriculum alignment and relevance to student learning outcomes, six essential chapters were chosen from the syllabus. There were 6 structured lessons in all, with each chapter being further broken down into three subtopics. Focused, bite-sized learning sessions were made by this division, to enable students to understand difficult scientific concepts.

Digital Lesson Development

Every lesson was converted into an interactive PowerPoint presentation in order to increase engagement and retention. These presentations included:

- Animated graphics that illustrated scientific concepts (e.g., Newton's laws, photosynthesis).
- Integrated videos for virtual experiments and real-world applications.
- Diagrams that reinforce terminology with dynamic labels.

Deeper understanding was promoted by the use of multimedia and moving images that catered to different learning styles (visual, auditory, and kinesthetic).

E-Learning Platform Deployment

All lessons were hosted on a dedicated website <https://elyn-escience.web.app/#/auth/login> designed specifically for this research. The platform featured:

- Teacher login
- Student login access via their personalized credentials (Roll no and password)
- Organized lesson modules with sequential navigation.
- Automated post-test assessments to evaluate comprehension for each lesson.

Expert Validation for Quality Assurance

Before implementation, the module underwent rigorous content validation by eight experienced secondary science teachers from Mizoram (providing pedagogical insights).

The panel evaluated the module for:

- 1) Accuracy of content.
- 2) Clarity of explanations and illustrations.
- 3) Appropriateness of multimedia integration.
- 4) Usability of the e-learning platform.

Try out:

Prior to the main study, the try-out phase was conducted to pilot the research tools and process. Testing the viability, effectiveness, and validity of the ICT-based instructional package as well as the dependability of the assessment tools were the goals of the tryout phase. The tryout, which took place over five sessions, focused on two Class IX science subjects: Motion (Physics) and Tissues (Biology).

The primary objectives of the try-out were to determine whether the ICT-based instructional module was effective in teaching the selected science content, test and validate the academic achievement test that the teacher had created, determine whether the data collection methods were feasible, and identify any logistical or technical issues with implementing the module.

The target population of the main study was represented by the Class IX students of KM High School in Mizoram. The students were divided into two groups: the experimental group, which received instruction using an ICT-based module that included interactive exercises, PowerPoint presentations, and simulations, and the control group, which received traditional instruction through textbooks and lectures.

Pre-tests and post-tests, each consisting of 20 multiple-choice questions, were the research tools. The experimental group received ICT-based instruction, while the control group received traditional instruction. To assess learning gains, a post-test was given after the instructional period. With an average post-test score of 16.5/20 compared to the control group's 12.2/20, the experimental group's performance was clearly improved. The Motion topic saw the biggest improvement, which explains how well simulations explain abstract concepts. Feedback from participants also confirmed the ICT module's suitability for the extensive study through their insightful information about its effectiveness and usability.

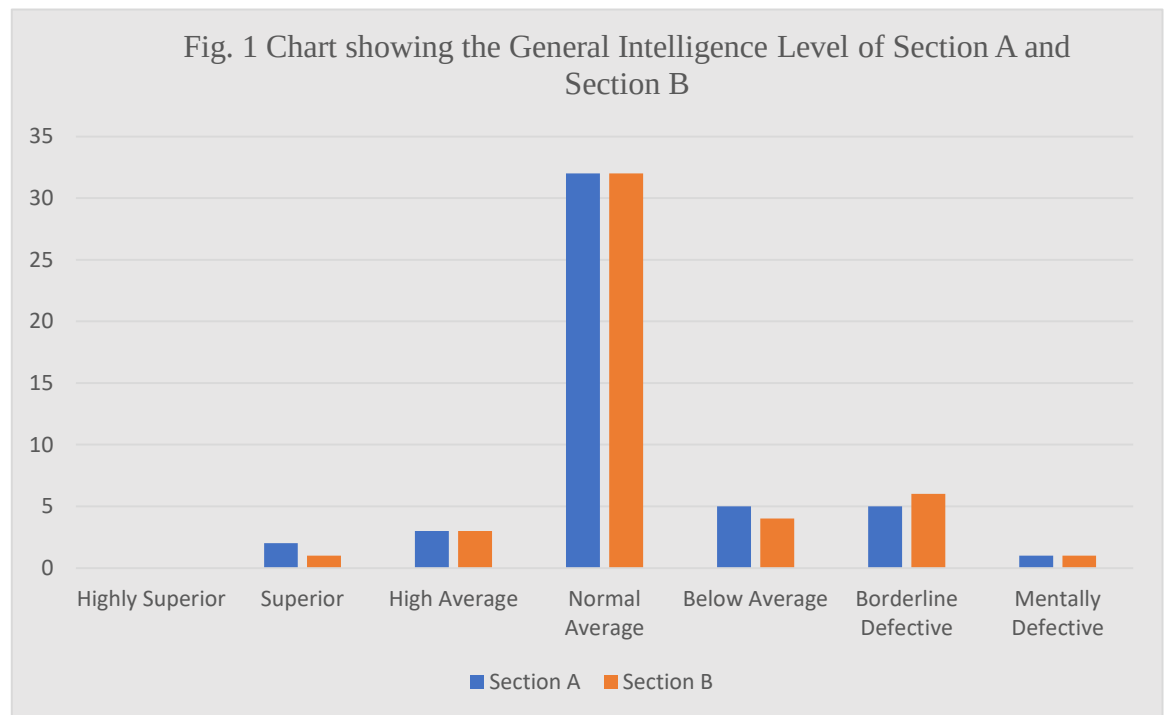
Objective 2: To find out the general intelligence among two sections i.e. Class IX Section A and Section B of secondary school students studying in the same class.

A very important part of this research was to analyse if there was a difference in general intelligence in the control and experimental groups in the pre-intervention phase with the ICT-based intervention. Given that general intelligence may affect a learner's academic performance, balance had to be established between and within the groups in such a way that any difference caused due to chance in science achievement could conclusively be ascertained to the ICT module and not some hidden intelligence differences. For this purpose, General Intelligence Group Test

was administered to two sections of studying class IX in Govt. High School. The result obtained through descriptive statistics as well as parametric (t-test).

Table 2: The General Intelligence Level of Section A and Section B (Descriptive Statistics):

Level of general Intelligence	Section A		Section B	
	No. of students	Percentage	No. of students	Percentage
Highly Superior	0	0	0	0
Superior	2	4.17%	1	2.14%
High Average	3	6.25%	3	6.38%
Normal Average	32	66.68%	32	68.03%
Below Average	5	10.41%	4	8.51%
Borderline	5	10.41%	6	12.80%
Defective				
Mentally	1	2.08%	1	2.14%
Defective				
Total	48	100%	47	100%



The distribution of general intelligence scores, as determined by the Group Test of General Intelligence (GGTI), between students in Section A and Section B is shown in Table 2 and Fig 1. The majority of students in Section A (N=48) (66.68%) are classified as having "Normal Average" intelligence, with smaller percentages falling into "Below Average" (10.41%) and "Borderline Defective" (10.41%) categories. Only a small portion fall into higher intelligence categories, with 4.17% being categorized as "Superior" and 6.25% as "High Average." None of them receive a score in the "Highly Superior" range, and only 2.08% are classified as "Mentally Defective."

Section B (N=47) also exhibits a parallel distribution, with 68.03% falling within the "Normal Average" range. Comparable trends can be seen in the remaining categories: 6.38% in "High Average," 2.14% in "Superior," 8.51% in "Below Average," and 12.80% in "Borderline Defective." No students are categorized as "Highly Superior," and 2.14% are categorized as "Mentally Defective," just like the control group.

With the greatest concentration in the "Normal Average" range and progressively fewer students in higher or lower classifications, the data shows that the intelligence profiles of the two groups are almost identical. A balanced baseline in cognitive

ability before intervention is suggested by the symmetry in distribution between groups. The low number of "Mentally Defective" cases and the lack of extreme outliers ("Highly Superior") further support the sample's homogeneity.

Objective:3- To compare the general intelligence between two sections (i.e. Class IX Section A and Section B) of students studying in the same class in different sections.

In order to find out whether there existed any difference between the two Sections i.e. A and B in terms of general intelligence, t-test was conducted and for this the following hypothesis has been formulated:

Hypothesis 1: There exists a significant difference in the general intelligence between Section A and Section B.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as "There exist no significant difference in the general intelligence between Section A and Section B."

Table 3. Comparison of the general intelligence level of Section A and Section B (t-test)

	N	Mean	DF	SD	t-value	Level of significance at 0.05
Section A	48	96.18	93	11.51	0.23	Not significant
Section B	47	95.10	93	12.78		

The statistical analysis presented in Table 3 compares the general intelligence levels between Section A (N=48) and Section B (N=47) using t-test. Section A showed a mean intelligence score of 96.18 (SD=11.51), while Section B has a marginally lower mean of 95.10 (SD=12.78). The calculated t-value of 0.23 with 93 degrees of freedom was found to be statistically non-significant at conventional levels ($p > 0.05$).

The null hypothesis (H_0) that there is no discernible difference in general intelligence between Section A and Section B is accepted as a result of this statistical result. Together with the non-significant t-value. The findings thus provide a solid foundation for comparing the effectiveness of the teaching methods between the two groups in subsequent analyses.

Objective 4: To compare the academic achievement in science between experimental and control group before experimental treatment

Before beginning an ICT-based science module, students took a pre-test consisting of 50 multiple-choice questions created by the teacher to gauge their baseline academic performance. The average pre-test score serves as a baseline for comparing the outcomes of the intervention with the learners' initial knowledge and comprehension of the subject.

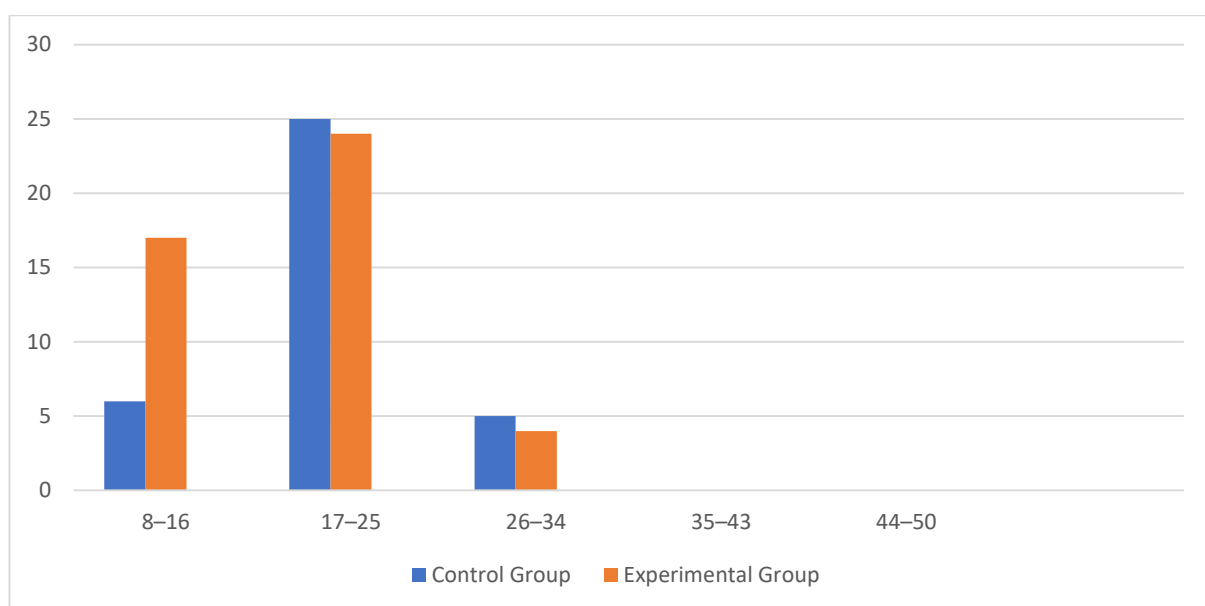
Descriptive statistics were used to summarize the initial trends, and graphs were used to show them. Afterward, a parametric t-test was utilized to statistically compare group means and ascertain the significance of observed differences, thereby corroborating the initial findings.

Table: 4. Comparison of the Scores of Academic Achievement Scores of Experimental and Control Group before Experimental Treatment (Descriptive statistics i.e. percentage)

Level of Academic Achievement	Range of scores	Control Group		Experimental Group	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	18	37.5%	17	51.10%
Moderate Performance	17–25	25	52.08%	24	38.30%

Average Performance	26–34	5	10.04%	4	10.60%
Above Average Performance	35–43	0	0 %	0	0%
Exceptional Performance	44–50	0	0%	0	0%
Total		48	100%	47	100%

Fig. 2. Chart showing the scores of Academic Achievement of Experimental and Control Group before Experimental Treatment



The table 4 and chart 2 compares the academic scores of the Control and Experimental groups prior to any experimental treatment, utilizing five performance levels.

In the Control Group, 37.5% of students achieved scores in the "Low Performance" range (8–16), but the majority (52.08%) attained "Moderate Performance" (17–25). Merely 10.04% attained "Average Performance" (26–34), with no pupils in the superior categories.

The Experimental Group exhibits a comparable distribution: 38.30% in "Low Performance," 51.10% in "Moderate Performance," and 10.60% in "Average Performance," with no representation in the upper tiers.

Parametric test i.e. t-test is further used to determine if a statistically significant difference in scores existed between the experimental and control groups prior to the administration of the experimental treatment. For this purpose, a hypothesis is formed as the following:

Hypothesis 2: There exists a significant difference in the scores of experimental and control group on academic achievement in science before experimental treatment.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as "There exists no significant difference in the scores of Experimental and Control Group on academic achievement in science among secondary school students before experimental treatment."

Table 5 Comparison of the scores of experimental and control group on academic achievement scores in science before experimental treatment.

	N	Mean	DF	SD	t-value	Level of significance at 0.05
Control	48	18.84	93	7.01	1.04	Not Significant
Experimental	47	17.68		7.93		

The statistical analysis presented in Table 5. directly tests the stated null hypothesis. The results show a t-value of 1.04 with 93 degrees of freedom, which is not statistically significant at either the 0.05 or 0.01 levels. This means that the observed difference between the Control group's mean score of 18.84 and the Experimental group's mean score of 17.68 is not large enough to be considered reliable; it is likely

attributable to random chance rather than a true underlying difference between the groups.

Therefore, the null hypothesis is retained. We conclude that there is no significant difference in the academic achievement scores in science between the Experimental and Control groups before the experimental treatment was administered. This initial equivalence is a critical foundation for the study, as it ensures that any significant differences found after the experimental treatment can be more confidently attributed to the effect of the treatment itself, rather than to pre-existing differences in the students' academic capabilities. The groups are comparable at the outset.

Objective 5: To compare the scores of experimental and control group on science academic achievement after experimental treatment.

In order to obtain the most reliable results the following precautions were taken before conducting the quasi experiment:

- i) The Experimental Group was seated in the most isolated part of the school building i.e. the top floor of the building named ICT room.
- ii) An inverter was installed for the room so as to ensure undisturbed power supply.
- iii) Upon gaining consent their textbooks were taken and kept away during the treatment.

The quasi experiment:

After consent was taken from the Headmaster of the School the quasi experiment was conducted in the following manner:

- i) No. of days: 45 days each for both groups
- ii) No. of students in each class: Control Group = 48, Experimental Group = 47
- iii) No. of classes per day: 1 class each for Experimental and Control Group

iv) No. of chapters taught: 6 chapters

Table 6 Day/date and topic taught during the 45 days of experiment

Day/Date	Topic Taught	Teaching method	
		Experimental (Use of ICT)	Control (Herbertian Method)
00 08.04.2024	Pre-test		
Chapter 1: Is Matter Around Us Pure?			
1 09.04.2024	Introduction to Mixtures, Solutions, and their properties	• Olabs for creating mixtures and using separation techniques like chromatography or distillation. • Animations showing particle behaviour in solutions, suspensions, and colloids.	
2 10.04.2024	Exploring Suspensions, Colloids, and their Characteristics		

3 12.04.2024	Separation Techniques: Centrifugation and Chromatography		Lesson plan and learning tool used in Herbartian approach for the control group have been attached in the appendices section.
4 15.04.2024	Separation Techniques: Distillation and Crystallization		
5 16.04.2024	Distinguishing between Physical and Chemical Changes		
6 17.04.2024	Chapter 1 Review and Problem-Solving Session		
Chapter 2: Atoms and Molecules			
7 18.04.2024	Historical Atomic Theories (Dalton, etc.)	• Olabs Modelers to build and visualize molecules.	
8	Laws of Chemical		

19.04.2024	Combination	• Simulations demonstrating the laws of chemical combination and mole calculations.	
9 22.04.2024	Atomic Mass, Molecules, and Ions		
10 23.04.2024	Writing Chemical Formulae of Simple Compounds		
11 24.04.2024	Introduction to the Mole Concept		
12 25.04.2024	Calculations based on the Mole Concept		
13 26.04.2024	Chapter 2 Review and Problem-Solving Session		
Chapter 3: Force and Laws of Motion		• Animation of action-reaction forces and conservation of momentum. • Activity from clix module ‘run kitty run game’	
14	Introduction to Forces: Balanced		

29.04.2024	and Unbalanced	demonstrating motion. Help video from YouTube for self-study.	
15 30.04.2024	Newton's First Law of Motion (Inertia)		
16 1.05.2024	Newton's Second Law of Motion and Calculations		
17 2.05.2024	Newton's Third Law of Motion (Action-Reaction)		
18 3.05.2024	Concept of Momentum and its Applications		
19 06.05.2024	Law of Conservation of Momentum		
20 07.05.2024	Chapter 3 Review and Problem-Solving Session		

Chapter 4: Why Do We Fall Ill?			
21 08.05.2024	Introduction to Health and Disease	- Interactive Diagrams of pathogens and vectors. - Clix module used in demonstrating germs and diseases. - YouTube video link for clearer understanding of the concept.	
22 09.05.2024	Differences between Acute and Chronic Diseases		
23 10.05.2024	Causes of Diseases: Infectious vs. Non-Infectious		
24 13.05.2024	Pathogens: Types and Examples		
25 14.05.2024	Disease Vectors and their Role		
26 15.05.2024	Principles of Disease		

	Prevention		
27 16.05.2024	Treatment Methods: Vaccination and Antibiotics		
28 17.05.2024	Public Health Hygiene Measures		
29 20.05.2024	Chapter 4 Review and Case Study Discussion		
Chapter 5: Tissues			
30 21.05.2024	Introduction to Plant Tissues	✓ Diagrams and animation included in the video for better understanding of the different types of tissues ✓ YouTube videos and links are attached to enable better conceptual understanding of the topic taught.	
31 22.05.2024	Meristematic Tissues: Structure and Function		
32 27.05.2024	Simple Permanent Tissues in Plants		

33 28.05.2024	Complex Permanent Tissues (Xylem & Phloem)		
34 29.05.2024	Introduction to Animal Tissues		
35 30.05.2024	Epithelial Tissues: Types and Functions		
36 03.06.2024	Muscular Tissues: Types and Functions		
37 04.06.2024	Connective Tissues: Types and Functions		
38 05.06.2024	Nervous Tissue: Neurons and their Function		
39 06.05.2024	Chapter 5 Review and Comparative Study		

Chapter 6: Diversity in Living Organisms			
40 10.06.2024	Basis of Classification and Hierarchy	✓ Animations and videos included alongside the PPT ✓ YouTube help link attached for self-study and revision.	
41 11.06.2024	The Five-Kingdom System: Monera and Protista		
42 12.06.2024	The Five-Kingdom System: Fungi and Plantae		
43 13.06.2024	Detailed Study of Plantae (Major Divisions)		
44 18.06.2024	The Five-Kingdom System: Animalia (Major Phyla)		
45	Final Review and Revision		

19.06.2024	Session		
20.06.2024	Post-test		

By contrasting the academic performance of an Experimental Group (exposed to an ICT module) with a Control Group (using conventional methods), this study examines the impact of an experimental teaching intervention on science achievement among secondary school students. The study investigates whether the intervention results in statistically significant gains in learning outcomes using pre-test and post-test assessments.

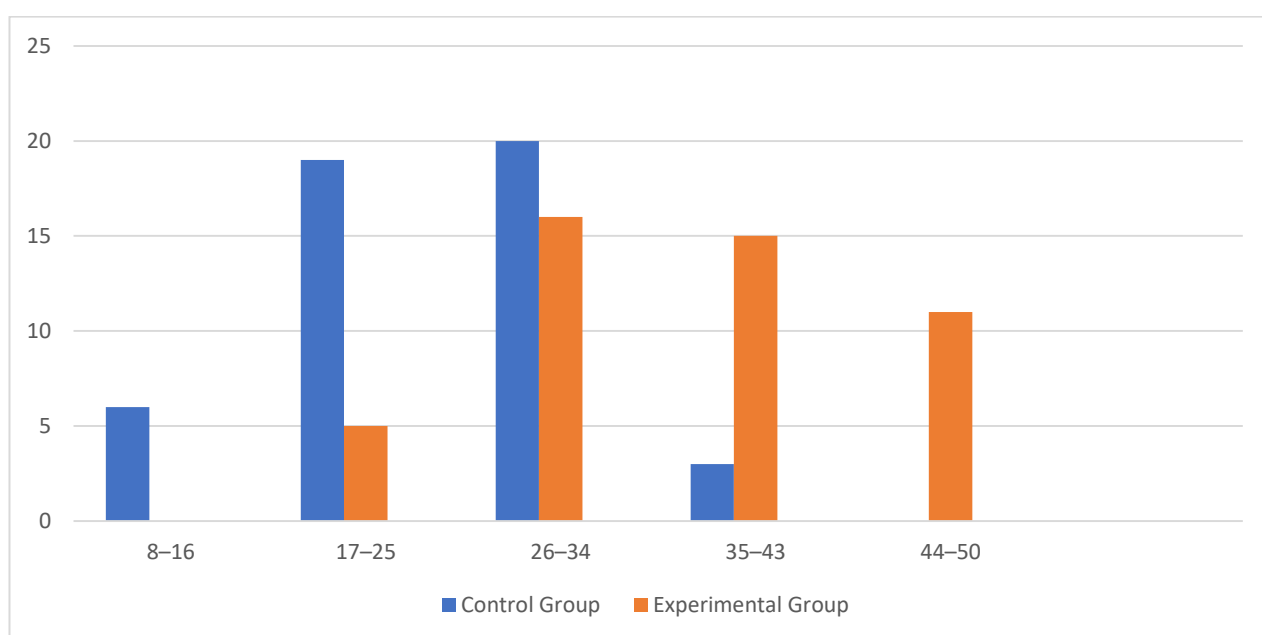
Descriptive statistics were used to summarize the initial trends, and graphs were used to show them. Afterward, a parametric t-test was utilized to statistically compare group means and ascertain the significance of observed differences, thereby corroborating the initial findings.

Table 7. Academic scores of experimental and control groups on academic achievement in science after experimental treatment (descriptive statistics)

Level of Academic Achievement	Range of scores	Control Group		Experimental Group	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	6	12.5%	0	0
Moderate Performance	17–25	19	39.5%	5	10.6%

Average Performance	26–34	20	41.7%	16	34.0%
Above Average Performance	35–43	3	6.3 %	15	31.9%
Exceptional Performance	44–50	0	4.17%	11	23.4%
Total		48	100%	47	100%

Fig. 3. Graphical representation of academic achievement scores of experimental and control groups in science after Experimental Treatment.



In the above Table 6 and Fig 3 the information contrasts the distribution of academic performance between an experimental group (47 students) and a control group (48 students) on five levels of achievement. In the control group, the majority of students (41.7%) are in the Average Performance range (26–34), followed by Moderate Performance (17–25) at 39.5%, which shows the majority in mid-to-low ranges. Just 6.3% reach Above Average Performance (35–43), and none enter the Exceptional

range (44–50). Of note, 12.5% fall under the category of Low Performance (8–16), indicating areas of improvement.

Conversely, the experimental group evidences a significant trend towards greater success. While Average Performance (26–34) is still the largest cluster (34%), 31.9% have achieved Above Average Performance (35–43), and 23.4% have achieved Exceptional Performance (44–50)—a far cry from the control group's 0%. A mere 10.6% fall in the Moderate category (17–25), and none fall in the Low category (8–16), indicating successful intervention.

The distribution of the experimental group is higher, with 55.3% (Above Average + Exceptional) exceeding the control group's 6.3%. The greater weight of the control group on mid-range scores (81.2% in Moderate + Average) compared to the experimental group's 44.6% highlights the intervention's effect even more.

Parametric test i.e. t-test is further used to determine if a statistically significant difference in scores existed between the experimental and control groups after to the administration of the experimental treatment. For this purpose, a hypothesis is formed as the following:

Hypothesis 3: There exists a significant difference I n the scores of experimental and control group on academic achievement in science after experimental treatment.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as “There exists no significant difference in the scores of experimental and control group on academic achievement in science among secondary school students after experimental treatment.”

Table 8. Comparison of the academic achievement scores in science between experimental and control group after experimental treatment.

	N	Mean	DF	SD	t-value	Level of significance at 0.05
Control	48	25.79	93	7.01	6.60	Significant
Experimental	47	35.93		7.93		at 0.05 level

In comparison to the Control Group (N=48, mean=25.79, SD=7.01), the Experimental Group (N=47) showed a significantly higher mean score (35.93, SD=7.93). At the 0.01 significance level, an independent samples t-test produced a highly significant t-value of 6.60 (df=93), meaning that there was less than a 1% chance that this difference happened by accident.

The null hypothesis (Ho), according to which there is no discernible difference between the groups, is rejected in light of these findings.

Objective 6: To find out the effect of ICT on academic achievement in science among male secondary school students after experimental treatment.

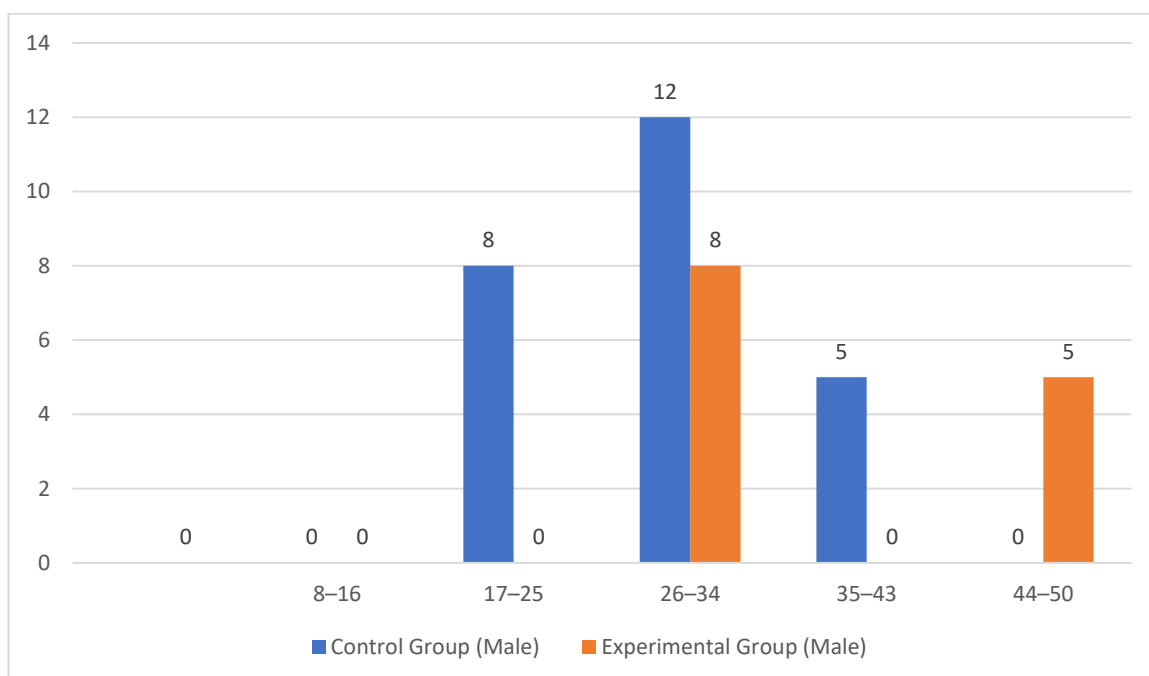
This study investigates whether using information and communication technology (ICT) improves male secondary school students' academic performance in science.

Descriptive statistics were used to summarize the initial trends, and graphs were used to show them. A parametric t-test was then utilized to statistically compare group means and ascertain the significance of observed differences, thereby corroborating the preceding findings.

Table 9. Use of percentage to show the academic achievement scores in science among male secondary school students after experimental treatment.

Level of Academic Achievement	Range of scores	Control Group		Experimental Group	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	0	0%	0	0%
Moderate Performance	17–25	8	32%	0	0%
Average Performance	26–34	12	48%	8	34.78%
Above Average Performance	35–43	5	20%	10	43.48%
Exceptional Performance	44–50	0	40%	5	21.74%
	Total	25	100%	23	100%

Fig. 4. Graphical representation of academic achievement scores in science among male secondary school students after experimental treatment.



The information in the above Table 9 and Fig 4 reflects the academic achievement among male students i.e. Control Group (25 students) and an Experimental Group (23 students). In the Control Group, no student was in the Low Performance (8–16) level, whereas 32% (8 students) were in Moderate Performance (17–25). Almost half (48%, 12 students) were in Average Performance (26–34), and 20% (5 students) in Above Average Performance (35–43). Most significantly, no student in this group scored Exceptional Performance (44–50).

Conversely, the Experimental Group similarly featured zero students in the Low or Moderate ranges. A lesser percentage (34.78%, 8 students) nevertheless fell within the Average range than within the Control Group. A much greater percentage (43.48%, 10 students) attained Above Average Performance, indicating enhanced performance in this group. Furthermore, 21.74% (5 students) attained Exceptional Performance, a classification wholly lacking within the Control Group.

The Experimental Group shows a movement towards higher performance levels, with fewer students in the Average range and more students in Above Average and

Exceptional ranges. This shows a possible positive effect of the experimental treatment, as the students in this group were likely to score higher. The elimination of Low and Moderate performers from both groups indicates consistent baseline, while the Experimental Group's more robust presence in upper tiers indicates its relative success. Data highlights an evident divergence in results, with the Experimental Group demonstrating improved academic achievement over the Control Group.

T-test is further use to compare the mean and find out the significant difference between the two groups and for this purpose a hypothesis has been formed as below:

Hypothesis 4: There exists a significant difference in the effect of ICT on academic achievement in science among male secondary school students after experimental treatment.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as “There exists no significant difference in the effect of ICT on academic achievement in science among male secondary school students after experimental treatment.”

Table 10. Comparison of the effect of ICT on academic achievement in science among male secondary school students after experimental treatment

Male	N	Mean	DF	SD	t-value	Level of significance at 0.01 level
Control Group	25	27.64	46	6.78	4.35	Significant
Experimental Group	23	37.86		7.33		

Following experimental treatment, the data in Table10. compares the impact of ICT on male secondary school students' academic performance in science. The average academic achievement score of the 25 students in the control group was 27.64, with a standard deviation (SD) of 6.78. The experimental group, which included 23 students, on the other hand, demonstrated a noticeably higher mean score of 37.86 with an SD of 7.33. The computed t-value was 4.35, which was significant at the 0.01 level, and the degrees of freedom (DF) for both groups were 46. At a 99% confidence level, this suggests that there is a statistically significant difference between the two groups. Male secondary school students' academic achievement in science was positively and statistically significantly impacted by the use of ICT, as evidenced by the experimental group's higher mean score (37.86) than the control group's (27.64).

The null hypothesis was rejected, suggesting that the ICT-assisted experimental treatment successfully improved the academic performance of the students.

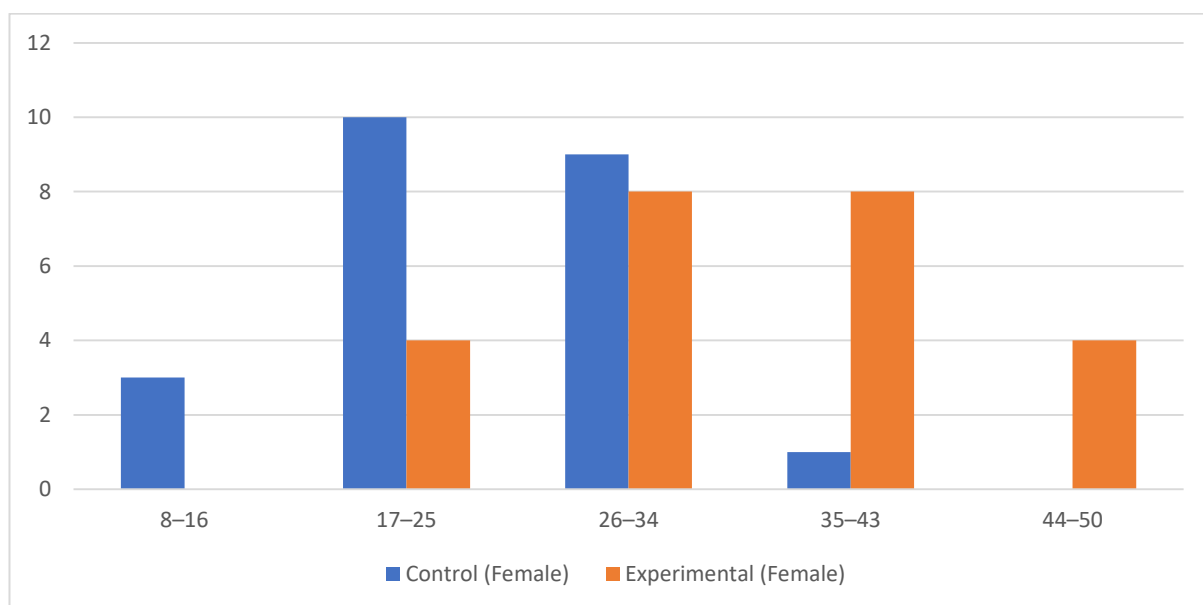
Objective 7: To find out the effect of ICT on academic achievement in science among female secondary school students after experimental treatment.

This objective aims to investigate the effect of ICT on academic achievement in science among female secondary school students after experimental treatment. By comparing the performance of an experimental group exposed to ICT-based learning with a control group, the research seeks to determine whether ICT enhances science learning outcomes for female students. Descriptive statistics were utilized to summarize the first trends, which were then displayed using graphs. A parametric t-test was employed to statistically compare group means and determine the significance of observed differences, so validating the previous findings.

Table 11. Academic Achievement scores in science among female secondary school students after experimental treatment.

Level of Academic Achievement	Range of scores	Control Group		Experimental Group	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	3	13.04%	0	0%
Moderate Performance	17–25	10	43.48%	4	16.67%
Average Performance	26–34	9	39.13%	8	33.33%
Above Average Performance	35–43	1	4.35%	8	33.33%
Exceptional Performance	44–50	0	0%	4	16.67%
Total		23	100%	24	100%

Fig. 5 Graphical representation of academic achievement scores in science among female secondary school students after experimental treatment.



The data in Table 11 provide a comparison between science academic achievement scores for a control group (23 students) and an experimental group (24 students) after an experimental treatment. For the control group, 13.04% (3 students) had scores in the Low Performance range (8–16), but none of the students in the experimental group had scores in this range. For the Moderate Performance range (17–25), the control group registered 43.48% (10 students), while the experimental group decreased significantly to 16.67% (4 students). For the Average Performance level (26–34), the control group registered 39.13% (9 students), and the experimental group recorded a marginal decrease at 33.33% (8 students). The greatest difference can be seen between the higher performance levels. For the Above Average Performance range (35–43), the control group contained a meager 4.35% (1 student), whereas the experimental group reflected a significant increase to 33.33% (8 students). Likewise, for the Exceptional Performance range (44–50), the control group had no students, while the experimental group had 16.67% (4 students) attaining this level.

To determine whether the differences between the groups were statistically significant, a t-test was performed and for this purpose a hypothesis was formed again as below:

Hypothesis 5: There exists a significant difference in the effect of ICT on academic achievement in science among female secondary School Students after experimental treatment.

In order to prove or disprove this hypothesis the hypothesis was converted in the null form which is stated as “There exists no significant difference in the effect of ICT on academic achievement in science among female secondary school students after experimental treatment.”

Table: 12. Comparison of the effect of ICT on academic achievement in science among female secondary school students after experimental treatment

Female	N	Mean	DF	SD	t-value	Level of significance
Control Group	23	23.78	45	8.20	4.66	Significant at 0.01 level
Experimental Group	24	34.08		6.84		

The data in Table 12. compares the effects of ICT on the academic achievement of female secondary school students in science between an experimental group and a control group. With a standard deviation (SD) of 8.20, the 23 students in the control group had an average academic achievement score of 23.78. The experimental group, comprising 24 students, demonstrated a significantly higher mean score of 34.08 with an SD of 6.84. The results were considered statistically significant at the 0.01 level with 45 degrees of freedom (DF) and a calculated t-value of 4.66.

The null hypothesis (H_0) states that ICT has no discernible effect on the academic achievement of female secondary school students in science. However, the high t-value (4.66) at the significance level of 0.01 indicates that the two groups differ significantly.

Objective 8: To compare the effect of ICT on academic achievement in science between male and female secondary school students after experimental treatment.

This objective compares the impact of ICT on science academic performance between male and female secondary school students following experimental treatment. In order to provide insights for specialised teaching methods, the research aims to ascertain whether gender significantly influences the results of ICT-based learning by examining post-intervention performance data.

Percentages were used to show the first trends and graphs to sum them up. We used a parametric t-test to statistically compare the means of the groups and see how significant the differences were, which confirmed the previous results.

Table 13. Academic achievement Scores of male and female secondary school students in science after experimental treatment (descriptive statistics)

Level of Academic Achievement	Range of scores	Male		Female	
		No. of students	Percentage	No. of students	Percentage
Low Performance	8–16	0	0%	0	0%
Moderate Performance	17–25	0	0%	4	16.67%

Average Performance	26–34	8	34.78%	8	33.33%
Above Average Performance	35–43	10	43.48%	8	33.33%
Exceptional Performance	44–50	5	21.74%	4	16.67%
Total		23	100%	24	100%

Fig. 6. Graphical representation of academics achievement scores of male and female secondary school students in science after experimental treatment.

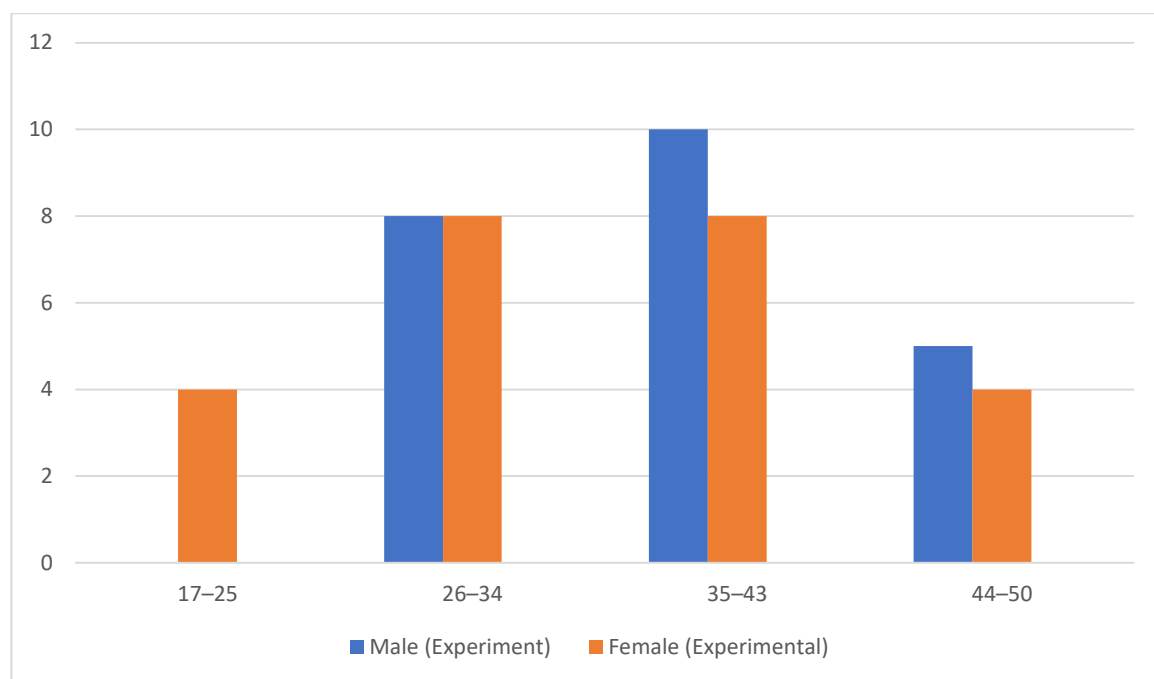


Table 13 and Fig.6 shows the distribution of academic achievement scores in science among male and female secondary school students following an experimental treatment, categorized into five score ranges.

The findings compare the academic achievement scores in science of male (23 students) and female (24 students) secondary school students after an experimental

treatment. Both male and female students received zero points in the Low Performance category (8–16). No male students (0%) fell into the category of Moderate Performance (17–25), whereas four female students (16.67%) did. Male students made up 34.78% (8 students) of the Average Performance group (26–34), which was very near to the female students' 33.33% (8 students). A higher proportion of male students (43.48%, or 10 students) than female students (33.33%, or 8 students) were found in the Above Average Performance (35–43). 21.74% (5 students) of male students and 16.67% (4 students) of female students attained Exceptional Performance (44–50).

These trends are visually highlighted by the graphical display (Fig. 4.7.1), which shows the distribution of scores for both males and females in terms of performance levels. With a total of 65.22% (15 students) in the Above Average and Exceptional levels, male students' inclination towards upper performance categories was more pronounced than that of female students, who made up 50% (12 students). In contrast to the female group, which has 16.67% of students stuck in the Moderate level, there are fewer male students in the Low and Moderate levels.

To statistically support the observed differences between the two groups, a parametric t-test was employed, following descriptive statistics and graphical representation. A hypothesis is formulated as below for this purpose:

Hypothesis 6: There exists a significant difference in the effect of ICT on academic achievement in science between male and female secondary school students after experimental treatment.

In order to prove or disprove the above hypothesis it is converted into null hypothesis (H_0) stated as “There exists no significant difference in the effect of ICT on academic achievement in science between male and female secondary school students after experimental treatment”.

Table 14 Comparison the effect of ICT on academic achievement in science between male and female secondary school students after experimental treatment.

Gender	N	Mean	DF	SD	t-value	Level of significance at 0.05 level
Male	23	37.86	45	8.20	1.34	Not significant
Female	24	34.08		7.33		

After experimental treatment, the data in Table 14. compares the effect of ICT on science academic achievement between male and female secondary school students. The mean score for the male group (N=23) was 37.86 with an SD of 8.20, and the mean score for the female group (N=24) was 34.08 with an SD of 7.33. With 44 degrees of freedom (DF) and a computed t-value of 1.34, the results were deemed statistically not significant at standard levels (0.01 or 0.05).

The null hypothesis (Ho) stated that there exists no significant difference in the effect of ICT on academic achievement between male and female students. However, the results indicate that the observed difference in mean scores (37.86 vs. 34.08) is not statistically significant, as the t-value (1.34) is lower than the critical t-values

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Major findings and Discussion, Recommendations and Suggestions

4.1 Major findings

Objective 1: To develop a module for teaching science with the help of ICT.

- An ICT-based module named "*e-science insight*" was successfully developed, aligned with the MBSE Class IX syllabus.
- The module covered 6 chapters, broken down into 15 structured lessons featuring interactive PowerPoints with animations, integrated videos, and dynamic diagrams.

- The module was hosted on a dedicated e-learning platform (E-Science Insight) with secure logins, organized navigation, and automated assessments.
- The module and accompanying achievement test underwent rigorous validation by a panel of 8 experts (MBSE authorities and experienced teachers).

Objective 2: To find out the general intelligence among two sections i.e. Class IX Section A and Section B of secondary school students studying in the same class.

- The distribution of general intelligence scores across categories (Highly Superior to Mentally Defective) was almost identical for the Control (N=48) and Experimental (N=47) groups.

Objective 3: To compare the general intelligence between two sections (i.e. Class IX Section A and Section B) of students studying in the same class in different sections

- The mean intelligence score for Section A (96.18, SD=11.51) was not significantly different from the mean score of the Section B (95.10, SD=12.78).
- An independent samples t-test confirmed this, yielding a non-significant t-value ($t(93) = 0.23, p > 0.05$).
- Conclusion: The null hypothesis was accepted. The two groups were equivalent in terms of general intelligence before the intervention, establishing a strong baseline for comparing the effects of the subsequent teaching methods.

Objective 4: To compare the academic achievement of experimental and control group in science before experimental treatment.

To establish a valid baseline for comparing the effects of the ICT module, the academic achievement in science of the Control and Experimental groups was assessed using a 50-item pre-test before the intervention began.

- The Control Group (N=48) had a mean pre-test score of 18.84 (SD=7.01), while the Experimental Group (N=47) had a mean pre-test score of 17.68 (SD=7.93).
- An independent samples t-test found this difference to be statistically non-significant ($t(93) = 1.04, p > 0.05$).
- The distribution of students across performance levels (Low, Moderate, Average) was nearly identical for both groups, with the majority in both groups scoring in the "Moderate Performance" range.
- Conclusion: There was no statistically significant difference in science achievement between the Control and Experimental groups before the experimental treatment. This confirms the groups were equivalent at baseline, ensuring that any post-intervention differences can be confidently attributed to the effect of the ICT.

Objective 5: To compare the academic achievement scores of the experimental and control group after treatment.

- The Experimental Group (N=47) demonstrated a dramatically higher mean post-test score (35.93, SD=7.93) compared to the Control Group (N=48, mean=25.79, SD=7.01).
- The mean difference of 10.14 points was found to be highly statistically significant ($t(93) = 6.60, p < 0.01$).
- The score distribution shifted profoundly: 68.09% of the Experimental Group scored above 30, compared to only 29.17% of the Control Group. Notably, 40.43% of the Experimental Group reached the top score bracket (41-50), versus just 4.17% of the Control Group.
- Conclusion: The null hypothesis was rejected. The ICT-based intervention resulted in a significant and substantial improvement in science academic achievement.

Objective 6: To find out the effect of ICT on academic achievement in science among male students after experimental treatment.

- Male students in the Experimental Group (N=23) achieved a significantly higher mean score (37.86, SD=7.33) than male students in the Control Group (N=25, mean=27.64, SD=6.78).
- This difference was statistically significant ($t(46) = 4.35, p < 0.01$).
- The score distribution showed a strong positive shift, with 47.83% of experimental males scoring in the highest bracket (41-50) compared to only 4% of control males.
- Conclusion: The ICT intervention had a statistically significant positive effect on science achievement for male secondary school students.

Objective 7: To find out the effect of ICT on academic achievement in science among female students after experimental treatment.

- Female students in the Experimental Group (N=24) achieved a significantly higher mean score (34.08, SD=6.84) than female students in the Control Group (N=23, mean=23.78, SD=8.20).
- This difference was statistically significant ($t(45) = 4.66, p < 0.01$).
- The score distribution showed a notable improvement, with 62.5% of experimental females scoring in the 31-50 ranges, compared to only 13.05% of control females.
- Conclusion: The ICT intervention had a statistically significant positive effect on science achievement for female secondary school students.

Objective 8: To compare the effect of ICT on academic achievement in science between male and female students after experimental treatment.

- The mean post-test score for males in the Experimental Group (37.86, SD=8.20) was slightly higher than for females (34.08, SD=7.33), this difference was not statistically significant ($t(45) = 1.34, p > 0.05$).
- Conclusion: The null hypothesis was accepted. There was no significant difference in the effectiveness of the ICT-based intervention on science academic achievement between male and female secondary school students. The module was equally beneficial for both genders

5.2 Discussions:

Discussion on development a module for teaching science with the help of ICT.

The systematic development of the ICT-based module, involving content selection from the MBSE syllabus, creation of interactive digital lessons, deployment on a dedicated e-learning platform (<https://elyn-escience.web.app/#/auth/login>), and rigorous validation by subject experts, represents a robust and replicable model for educational resource development. This process aligns with best practices advocated in numerous studies. The use of PowerPoint and integrated videos to cater to visual and auditory learners echoes the successful early use of multimedia by Singh & Agarwal (2014) and the more advanced simulations developed by Wieman & Perkins (2015) with PhET. The structured, bite-sized lessons are consistent with the principles of Skinner's (1958) teaching machines, emphasizing self-paced learning. Furthermore, the platform's inclusion of automated post-test assessments aligns with the findings of Gupta & Joshi (2018), who established the critical role of technology-enabled formative assessment in bolstering long-term memory retention. The expert validation phase is a particularly strong aspect, ensuring content accuracy and pedagogical soundness, a step that is sometimes overlooked but is essential for the credibility and effectiveness of any educational intervention. The successful tryout phase, which showed promising results (Experimental group: 16.5/20 vs Control: 12.2/20), provided preliminary evidence of the module's viability and directly informed the main study, mirroring the iterative, design-based research methodologies employed by Linn (1994) and Roschelle et al. (2000).

Discussion on comparison the general intelligence between two sections of Class IX (Section A and Section B)

The findings for Objective 1 confirmed the null hypothesis, indicating no statistically significant difference in general intelligence between Section A ($M=96.18$, $SD=11.51$) and Section B ($M=95.10$, $SD=12.78$) groups ($t(93)=0.23$, $p>0.05$). This careful matching is a fundamental strength of the experimental design, as it ensures that any subsequent differences in academic achievement can be more confidently attributed to the ICT intervention rather than to pre-existing cognitive disparities.

Discussion on comparison the academic achievement in science between Experimental and Control Group before Experimental Treatment

The baseline assessment of science achievement revealed a concerning picture, with a overwhelming majority of students (64.21%) scoring in the 11-20 range out of 50, and another 28.42% in the 21-30 range. Critically, no student scored above 30, indicating a severe ceiling effect and a significant gap in science proficiency among the sampled population. This finding is a crucial piece of the puzzle, as it establishes the pressing need for effective pedagogical interventions in the region. This pattern of moderate-to-low baseline achievement resonates with studies that point to systemic challenges in science education. The findings indirectly support the observations of Verma and Singh (2016), who found that urban students outperformed their rural counterparts, suggesting that geographic and resource disadvantages can impact overall achievement. Similarly, the studies referenced in the review of literature that highlight the correlation between SES and academic performance (Patel & Rao, 2015; Mehta & Iyer, 2019) provide a framework for understanding the low baseline scores not as a lack of student potential, but potentially as a reflection of broader systemic issues related to educational quality, resource allocation, and socio-economic support in the region. The absence of high achievers underscores the urgency for innovative teaching methods that can elevate the entire cohort's performance, setting the stage for the ICT intervention.

Discussion on comparison the academic achievement scores of the Experimental and Control Group after treatment.

The results for this objective provide powerful evidence for the positive impact of the ICT-based module on science achievement. This finding is overwhelmingly supported by a vast body of literature from both India and abroad. It aligns with the early experimental work of Singh & Agarwal (2014) in Rajasthan, who found significantly higher scores in their multimedia group, and with the meta-analysis of Kulik et al. (1983), which established an average positive effect size for computer-based instruction. The results are reinforced by more studies like Nair & Menon (2019) in Kerala, who found greater conceptual gains with digital tools, and Choudhary & Saxena (2021) whose "Digital Haryana" initiative showed significant score increases. Internationally, the works of Dori & Belcher (2005) on interactive simulations and Linn et al. (2003) on the Web-Based Inquiry Science Environment (WISE) further corroborate that well-designed technology integration leads to substantial learning gains. The dramatic shift in the score distribution for the Experimental group, with 40.43% of students in the highest bracket (41-50) compared to only 4.17% in the Control group, demonstrates that the intervention did not just cause a marginal improvement but enabled a significant portion of the class to achieve mastery-level understanding, effectively shattering the ceiling effect observed in the pre-test.

Discussion on the effect of ICT on academic achievement among male and female students.

The analysis disaggregated by gender revealed that the ICT intervention was highly effective for both groups. Male students in the Experimental group ($M=37.86$, $SD=7.33$) significantly outperformed their Control group counterparts ($M=27.64$, $SD=6.78$) with a t -value of 4.35 ($p<0.01$). Similarly, female students in the Experimental group ($M=34.08$, $SD=6.84$) showed a significant improvement over the Control group ($M=23.78$, $SD=8.20$) with a t -value of 4.66 ($p<0.01$). The slightly higher mean score for males (37.86 vs. 34.08) was not statistically significant, but the key finding is that both genders benefited substantially.

These results find strong support in studies that report positive outcomes for both genders using ICT. The work of Kuhlemeier & Hemker (2007) in the Netherlands directly aligns with this, finding no substantial gender differences in the benefits gained from ICT. Similarly, Scherer & Siddiq (2015) concluded that the relationship between ICT literacy and achievement was stable across genders. The findings also resonate with Joshi (2008) in India, who found that simulations effectively eliminated the pre-existing achievement gap between males and females.

Discussion on comparison the effect of ICT on academic achievement between male and female students.

The comparison between the post-intervention scores of male ($M=37.86$, $SD=8.20$) and female ($M=34.08$, $SD=7.33$) students in the Experimental group revealed a non-significant difference ($t(45)=1.34$, $p>0.05$). This is a profoundly important finding, as it indicates that the ICT intervention was an equitable pedagogical tool, effectively bridging any pre-existing performance gaps and ensuring that both male and female students progressed equally.

However, this finding of equal benefit stands in contrast to a significant strand of literature that highlights gendered differences in interaction with technology. Studies like Volman & van Eck (2001) and Iyer (2017) suggest that software type and pedagogical approach (competitive vs. collaborative) can disproportionately engage one gender. Sharma (2001) noted that male students often initial higher confidence and achievement with technology due to greater prior exposure. Gupta (2010) even found that a large-scale ICT initiative in India had a marginally greater effect on boys, attributing it to on-the-ground realities like boys dominating lab equipment. The fact that the current study found such strong and equal gains for both genders suggests that the design of the module—likely its multimedia, visual, and self-paced nature—was particularly effective in engaging female students.

5.3 Educational implications of the study:

Based on the major findings of the study, several educational implications can be withdrawn for the improvement of academic achievement using among secondary school students and some are indicated as below:

Enhanced Learning Outcomes: The research points out that the integration of ICT into science education has a favourable effect on the academic performance of learners. So, the application of ICT tools in science classes can lead to better comprehension, memory, and use of scientific ideas by students.

Teaching Methodologies: ICT is a factor that brings about a change from the traditional teaching methods to the more interactive, student-centred ones. This can create a scenario where the students are not only involved deeply but also actively learning and being creative, thus making the process of learning science more effective and fun.

Teacher Training: It is a must that teachers undergo training on the effective use of technology in pedagogy to reap the full benefits of ICT. The focus of the professional development programs should be on providing ICT skills and strategies specific to science education.

Curriculum Development: It is necessary that school curricula make room for ICT resources and activities that are in line with the learning goals in science. This combination not only caters to different learning styles but also assists in making scientific knowledge more approachable through simulations, virtual labs, and multimedia.

Resource Allocation: The people who make educational policies must guarantee that secondary schools have the necessary infrastructure for ICT-based teaching and learning in science such as computers, internet access and software.

5.4 Recommendations based on findings of the study:

1. **Recommendation based on realisation of first objective:** Based on the experience of the researcher, it is strongly recommended for a government investment in ICT development. Since development of ICT tools can be time consuming as well as expensive, it may be recommended that, in view of the positive results obtained through its usage, the Government invests a good amount for the employment of subject experts and computer specialists to work in a collaborative effort to bring out the most competitive ICT based tool for various subjects and levels of education.
2. **General intelligence testing for different levels of education:** It is highly recommended that general test of intelligence be conducted for the whole state so as to find out what students' need in terms of remedial classes. Depending on the different areas of general intelligence it will be possible to witness the strengths and weaknesses of students in different subjects for the whole population.
3. **Further experimental research on diverse learning tools:** More experimental studies using different learning tools is recommended so as to understand the impact it can have on the academic achievement of learners. This can be done using different experimental designs depending on the tools used for the study.
4. **Development of localized digital content in Mizo language:** In order to increase the learning efficiency of the students it is also recommended that localised digital content in Mizo language be created through collaboration between the state, teachers, and technical partners.
5. **Using ICT as an evaluation tool:** Evaluation of students learning and progress can be a difficult task especially in a large number of students. Through this experiment where evaluation of the experimental students was one through ICT, it was found that ICT aided evaluation could be effective and accurate. Therefore, a proper and systematically developed ICT tool can

serve as an efficient tool to record and evaluate students' performance as required by the evaluator.

6. **Academic performance unbound by gender:** In contrast to common belief where male students are expected to show better performance, in the present study, both male and female secondary school students showed a significantly equal response to the experiment. The recommendation based on this is for teachers, parents and any stakeholder in education to take steps at one's own level to disseminate the information that female students are not inferior to male students in terms of academic ability and vice versa.

5.5. General recommendations:

1. **Access and equity:** ICT for teaching and learning process has been proven to be effective in many researches, therefore it is recommended that all students, even those from economically backward group and rural areas have access to different types of open educational resources available online and offline.
2. **Proper supervision of ICT tools provided:** The government has provided different ICT tools to several schools through various centrally sponsored schemes. It is necessary to ensure that the tools and infrastructure provided are utilized to the full by schools. Besides supervision, it is also recommended that the extent to which ICT impacts teaching and learning may also be investigated.
3. **Teacher development programme on ICT:** Though there are many available resources available for teaching and learning, most teachers lack the skills to utilize ICT tools. So, it is highly recommended that there are programmes organized by concern authorities at different level to enable teachers to make use of OERs available in different platforms.
4. **Sensitization of parents on online learning:** With the advancement brought about by technology, there are cases in which traditional method of learning is not applicable for all lessons or subjects. It is necessary that parents are aware of the different learning tools available online to help their wards or children in the learning process.

5.6 Suggestions for further research:

1. Evaluate the impact of ICT on the improvement of student engagement, motivation, and attitude towards learning sciences.
2. Investigate the difficulties met by schools, teachers, and students in applying ICT in science education, including infrastructural, technical, and pedagogical challenges.
3. Evaluate the impact of different ICT tools and platforms on learning outcomes in comparison to one another.
4. Analyze the extent to which the socioeconomic status of students affects the use, accessibility, and academic advantages of ICT in learning science.
5. Investigate the impact of ICT in secondary science education on learners' interest, self-assurance, and choice of STEM carrier.

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