Challenges and Solutions of Using Technology at Undergraduate Level in a Northern Border Area Government College in Bangladesh

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Abstract

This study seeks to detect the problems and solutions of using technology at Kurigram Government College at the undergraduate level, located in the northern border area of Bangladesh. The study presents the existing scenario of using technology in Kurigram Government College at the undergraduate level since the practice of technology in the class is not standard. Semi-structured interviews and focus group methods have been applied, following the qualitative method. The principal and four teachers were selected for semi-structured interviews from three faculties, namely science, arts and social science, and business studies. Simultaneously, 40 students (20 males and 20 female) participated in the focus group discussion at the undergraduate level. A purposive sampling method was used to select participants. After collecting the qualitative data from semi-structured interviews and focus group discussions, the data was analyzed. Lack of training in preparing PowerPoint slides, dependency on following the traditional lecture method, the senior teacher's unwillingness to receive the training on technology, and limitations such as load shedding, low speed of the internet, inadequate internet facilities, and the absence of a biometric system are the main causes of not using technology in the class at the undergraduate level. Based on the problems, the study provides some recommendations. Proper training on technology for the teachers should be mandatory. Moreover, the use of email, video, mobile, image multimedia projectors, Facebook, and browsers can strengthen the quality of class. Through the use of these devices and mediums, the transmission of ideas and documents can easily be accessed.

Keywords: Undergraduate, Teaching, Technology, Challenges, Solutions, Government College, Bangladesh

1. Introduction

The modern world is considered as the age of technology. It has changed the way of life as well as reduced the complex and troublesome processes in regular activities (Raja & Nagasubramani, 2018). Teachers are using technology to improve the quality of education all over the world including Bangladesh. Teaching was confined only to face-to-face before 1990 and later equipped with technical tools such as desktops, laptops, mobile, multimedia projectors, smart boards, and so forth (Hamiti & Reka, 2012). The importance of using technology in teaching and the conception of quality in education has been extended. The quality of education will be ensured when teachers can motivate students and be true to their responsibility. In this regard, technical equipment of course considered a major part of reaching the desired destination (Haseena & Mohammad, 2015). More specifically, the inclusion of technology in teaching can build up the relationship between teachers and students. The application of technology in teaching can reinvent the approaches to learning to meet the demands of the students (King & South, 2017). Using modern educational tools to confirm more students' engagement, interaction, and a better understanding of the topic is a must in classroom teaching and Learning (Akbar, 2016). In Bangladesh, a greater number of teachers are yet to follow the traditional lecture method which makes students less capable of understanding different contexts. Furthermore, their standard of achieved knowledge and information is superficial. Here, the students are always fond of memorizing topics for the preparation of their examinations. As a consequence, the method does not ensure quality education in Bangladesh. In contrast, the application of technology in a systematic way in teaching can extend the quality of education in the institution argued by Lazar (2015).

The necessity of using technical tools besides following the traditional method in teaching for understanding and proper learning is necessary. It will certainly carry great importance in teaching and learning at the undergraduate level colleges in Bangladesh. The objective of this research is to extend the use of technology in teaching and learning at Kurigram Government College located in the northern border area in Bangladesh.

2. Rationale for Choosing the Topic

In modern times, the approaches to teaching have been immensely influenced by the advanced technology. Modern technological equipment is strongly advised to use in the classroom for teaching and learning. The tools are mostly laptops, multimedia projectors, smartphones, and smart boards. In addition, teaching through technology makes the students more active as well as shapes the practices of teaching in classes (Noor-Ul-Amin, 2013). In the perspective of Bangladesh, teachers are always concentrated on lecture-based classes though some teachers try to conduct classes through technology which is confined to only a few advanced educational institutions. Hence, the quality of education is hindered especially in the remote area. As kurigram is a remote area located in the northern border areas in Bangladesh, the uses of technology in the class at undergraduate level in Kurigram Government College are hindered.   Considering the issue, using technology in the class and beyond the class in the learning process is obvious for changing the quality of education. Similarly, it will play a pivotal role in improving the quality of education in the border areas of remote colleges. Hence, the topic has been selected to bring a change in remote colleges like Kurigram Government College, Bangladesh.

3. Significance of the Study

The importance of identifying the challenges and solutions to using technology at Kurigram Government College, Bangladesh, is indefinable. There are about 20,000 students studying at the college in 14 disciplines: science, arts, social science, and commerce. Although the syllabus and examination are prepared and taken by the National University, Gazipur, the quality of the students is not the same for different issues. For example, the colleges in the capital city of Dhaka and other divisional cities, namely Chittagong, Sylhet, Rajshahi, Rangpur, Barisal, and Khulna, in Bangladesh under the National University of Gazipur get more facilities than the students who are studying at the district level under the National University of Gazipur. In Dhaka, teachers and students of government colleges are normally acquainted with the technology for their geographical position. Although the facilities of divisional cities are not same like the Dhaka city, they are getting the atmosphere to habituate them with the uses of technology in education. On the other hand, teachers and students from district and remote-level border area colleges don't not get facilities to make them competent with the use of technology in the college.

Considering the issue, emphasizing the significance of identifying challenges and solutions to using technology at the undergraduate level, especially in Kurigram Government College, Bangladesh, is obvious. Since the socio-economic condition of Kurigram district is not well compared with the other districts in Bangladesh, students are not able to use computers or Android phones because of the economic scarcity of the students studying at Kurigram Government College. In addition, older teachers, like professors and associate professors, and even assistant professors, are not skilled in using laptops or computers, though most of them have taken training on technological uses in conducting class. Hence, they always follow the traditional method of conducting classes at the undergraduate level. Khan, Hasan, and Clement (2012) showed that regular ICT using teachers feel confident enough to use the technological tools in the class and can enhance their lesson plans, making the lessons more enjoyable and easy for the students. As a result, older teachers of Kuirgram Government College are not able to make their classes more interactive due to the lack of internet access. In addition, young teachers who have joined recently are not interested in staying more time in Kurigram but rather try to be transferred to the colleges of the capital and divisional cities in Bangladesh.

As a consequence, students at Kurigram Government College are deprived of the learning of technological uses in education. Students do not know how to use Google to gather information, to open a Gmail account to communicate with the advanced world, and many more. So the significance of identifying the challenges and solutions of using technology at the undergraduate level in Kurigram Government College is unquestionably essential.

4. Research Objectives

1. To demonstrate the scenario of using technology in class at undergraduate level in Kurigram Government College located in the northern border district area in Bangladesh.
2. To identify the complications of the teachers in using technology in class at undergraduate level in Kurigram Government College located in the northern border district area in Bangladesh.
3. To discover the solutions faced by the teachers in class at undergraduate level in Kurigram Government College located in the northern border district area in Bangladesh.

5. Research Questions

1. What is the present scenario of using technology in class at undergraduate level in Kurigram Government College located in the northern border district area in Bangladesh?
2. What are the complications of the teachers in using technology in class at undergraduate level in Kurigram Government College located in the northern border district area in Bangladesh?
3. How will the complications be solved in using technology faced by the teachers in class at undergraduate level in Kurigram Government College located in the northern border district area in Bangladesh?

6. Literature Review

6.1. Current Institutional Practice System in Bangladesh

The education system in Bangladesh is divided into three levels which are Primary (Class One to class eight), Secondary (class nine to class twelve), and tertiary. Higher education is provided at the tertiary level where universities are controlled by the U.G.C (University Grants Commission). In addition, higher education regulated by the National University provides education at higher levels at government and private colleges in all over the country. Reputed government and private colleges are situated in the urban areas. Furthermore, technical and vocational education is provided in government and private technical colleges situated in both urban and rural areas under the supervision of the directorate of technical education.

The colleges provide courses mostly on technology and engineering ranging from one month to four years. Subsequently, a religious education system exists in Bangladesh. Modern contexts are also included in this system. There are four steps in this system. These are Dakhil (school level), Alim (college level), Fazil (graduate level), and Kamil (post-graduate level) under the regulation of Islamic university, Kushtia. The courses are treated at an equal standard like secondary and tertiary levels.

6.2. Introduction and Teaching System of Kurigram Government College

In this research, Kurigram Government College has been selected to collect data. Furthermore, the problems of teaching and learning will be identified for the solutions. According to Wikipedia, Kurigram Government College is the apex educational institute in the northern part of Bangladesh established in 1961 with the untrammeled effort of the then district commissioner Salim Uddin Ahmed, ex-minister and deputy speaker of the national assembly Mr. Riaz Uddin Ahmed Bhola Mia, Ahmed Ali Bakshi and advocate Aman Ullah. In 1971, the college played a historical role during the great liberation war in Bangladesh. Abdul Wahab dedicated his life to the freedom of the country from the Pakistani military in the liberation war who was a Professor of History.

Honors courses in six disciplines had started in the college from the session 1997-1998. Right now, the college is providing honors and master's courses in 14 disciplines. In addition, preliminary master's courses have been started in six disciplines. Students who have failed to get a chance to study in the honors course get the opportunity to study in previous masters courses after passing 03 years of degree courses. Sixty-five teachers have to teach about twenty thousand students in this college. The number of teachers is not enough for a large number of students to conduct class smoothly though there are a large number of teacher's posts always vacant. As a result, students are deprived of the class. Sometimes they need to come to the campus from a long distance by bicycle only to receive a lecture. The college campus is located at the center of the town and consists of 23 acres of land.

The socio-economic condition of the people in this region is not at a satisfactory level. According to the Daily Prothomalo newpaper, Kurigram is identified as the poorest district in the country according to the Survey of Household Income and Expenditure 2016 published by the Bangladesh Bureau of Statistics. In the 2021 household income and expenditure survey, it is published that the position is the same. Lower and lower-middle-class students are studying here as the institution provides better education for the students than other institutions. (National university college ranking-2019, 1st position in district level and 3rd position in division level source: www.nu.edu.bd) The atmosphere and educational activities are also suitable. Importantly seventeen clubs including Rover Scout and Red Crescent involved in co-curricular activities to flourish the hidden talent through

different activities. A good number of students achieve exemplary success in Bangladesh's civil service and other respective jobs.

6.3. Traditional Practice Compared to Teaching with Technology

Traditional lecture is a kind of lecture where focused learning, creativity, and interaction between teachers and students are not emphasized (Roy, 2019). In this method instructor plays the role of transferring information to the students (Marmah, 2014). Furthermore, this method does not create learning initiative and creativity among the students (Xing-ju, Lin & Gui-feng ,2013, August). The traditional method is yet widely used all over the world. Thotakura & Anuradha (2018) explained that the traditional method is one-sided teaching where students always remain in a passive mode hence they feel monotonous.

On the other hand, technology in teaching defines the adequacy of the lecturers and participants in the class through the use of suitable technical tools (Ahmed, Rashid, Abdullah, & Abdulla, 2018). Learning can be more relevant through the use of computers as well internet and other technical devices which extend the quality of education (Srivatava & Dey, 2018). Following the method, a teacher provides information to a greater number of students. Similarly afford proper learning, reading assignments, group discussion in different contexts, and so forth. Moreover, it demonstrates some superficial and abstract topics perfectly for a better understanding of the student even people at any level (Sang, Shen, & Shang (2018). In contrast, there are some challenges always faced in traditional methods. The method can't ensure students' feedback, and active and independent learning. Students always remain passive in the class and they have been hardly able to strengthen their hidden potential explained by Ahmed (2013). More importantly, teachers make the decision from their conscience for the needs of the students.

The concept of technology in teaching is much more effective in ensuring the quality of education. Technology in teaching can help to confirm a complete action plan, sophisticated individual learning, high level of thinking in combination will the traditional teaching mode of communication between teachers and students (Fan, 2017). Likewise, technology can bring a great change in teaching and learning for quality education through the use of computers, visual media, audio media, video, and social media (Nicolaou, Matsiola, & Kalliris, 2019).

Thereafter there are some challenges in teaching with technology presented by Xing, Lin, & Gui-feng, (2013) at the 3rd International Conference on Communication, Information Management and Network Security in 2018. The challenges are likewise creating fatigue and dizziness among students for looking at the screen for a long time, excessive dependency of the teachers on digital content, and time for thought is not available.

Charlton (2006) identifies some necessities of following traditional methods in teaching and learning. In a traditional lecture method, a teacher can create different positive attitudes among the students. The attitudes are as follows:

1. Influence over human attitude through lecture.
2. Traditional lectures are formally structured and can manipulate the psychology of the students.
3. Traditional lectures can create a relationship between teacher and student.
4. Students find it easier to achieve conceptual information from spoken communications than reading.

On the other hand, Ahmad, Rashid, Abdullah & Abdulla (2018) identifies some key points that are very effective in teaching and learning through technology:

1. Technology provides enough information for the teachers and students.
2. Technology provides preferable tools as well as techniques to adjust to teaching and learning procedures.
3. Technology motivates the instructor intending to solve a variety of problems.
4. Technology allows sharing the thoughts of teachers and students.
5. Information can be seen available through the website as a creation of technology.

7. Research Methodology

In this research, the Qualitative method has been applied according to the research objectives and questions. Focus group discussions have been conducted with the students from different faculties and semi-structured interviews have been accomplished by the teachers of Kurigram Government College. The aim of the focus group discussion and semi-structured interview was to demonstrate the scenario of using technology in the class, to identify the complications of the teachers in using technology in the class, and, to discover the solutions faced by the teachers in the class at undergraduate level in Kurigram Government College located in the northern border district area in Bangladesh.

The principal and four teachers of Kurigram Government College had been selected for semi-structured interviews. Of the five teachers, one from the professor level (T-1) and one from the associate professor level (T-2). In addition, one from the assistant professor level (T-3) and two from the lecturer level (T-4, T-5) had been selected. Five semi-structured interviews have been conducted with the top to bottom-level teachers from three faculties namely science, arts and social science, and business studies. Simultaneously, 40 students (20 males and 20 female) participated in the focus group discussion from the undergraduate level separately for the discussion. The purposive sampling method was used to select participants from the different faculties of Kurigram Government College.

The duration of the focus group discussion and semi-structured interviews was about 50 to 60 minutes. An open-ended questionnaire was prepared for semi-structured interviews whereas close and open-ended questions were applied in the focus group discussion. Since Kurigram Government College was the researched college, the venue was selected for both discussions at the same college. Kurigram Government College is located in the northern part of Bangladesh adjacent to the great

Bramhaputra River explained earlier. In addition, the college is affiliated with National University, Gazipur. For the analysis of the collected data, a thematic approach has been applied to the analysis of the questionnaire.

8. Findings and Discussion

The administration of Kurigram Government College emphasizes better results at all levels. Similarly, they try to ensure students' participation in classes as well teacher's presence in the class on time. Administration always desires to ensure better results so that the students achieve a better result and a dignified career in future. As a result, they arrange examinations in regular intervals for formative assessment. The consistency of this formative assessment easily creates a positive impact on results among the students.

Principal (T-1) said,

We always concentrate on better results for the student since the result is important in getting a job in the future. Sometimes we try to arrange motivational lectures but because of the lack of teachers, we can't continuously arrange this. We advise our teachers to use technology in the class. Unfortunately, most of the teachers have no training in preparing PowerPoint slides.

Another teacher (T-2) said,

A large number of teachers follow the traditional lecture method in the classroom teaching. We just read the context from the textbook, sometimes write some important points on the whiteboard, and deliver the lecture. We ask some questions just before concluding the lecture which is not enough for a proper evaluation. Therefore the students are not able to understand the topic. Even the back benches students can't hear the lecture because of the low-quality sound system. Though we some few, try to conduct the class using technology, we have to face an enormous problem due to the lack of adequate knowledge.

Regarding the issue of technical training (T-3, T-4) said,

In this regard, the Government is very much serious about the issue and taking effective initiatives such as subject-based information and communication technology training, and digital content development training. However, the negative attitudes of colleagues as well as circumstances discourage those teachers who are willing to take the class using technology. Consequently, the teachers having training lose the mentality to conduct the class using technology. And some are not interested in applying the method to techniques they learned from the training. Indeed, most of the teachers don't bear the idea of making class interactive and effective using technology to ensure quality in class.

Again they (T-3, T-4) shared,

Maximum senior teachers of our college either unwilling to receive the training on technology or feel hesitate to receive the training. As a consequence, they will remain unable to enrich their lecture until they come to realize the effectiveness of using technology in teaching-learning.

Here, T-5 mentioned some limitations for the problems of using technology in the class,

I have to face some limitations likewise load shedding, low speed of internet, inadequate internet facilities and ideal classroom. I have to face a large number of students in class for 45 minutes. Within a short amount of time, I couldn't think to work with students, form a group work, and show video or audio through a multimedia projector. In this circumstance, the possibility of improving the quality of education will be hindered. This is why I am to conduct the class by following traditional lecture as a primary mode.

In the separate two focus group discussions, the problems faced by the students for the lack of using technology and other problems are disclosed in the discussion. Some students from Focus group discussion-1 explained,

We are used to receiving lectures in a traditional method. Teachers come to the class and deliver the lecture on the selected topic only. We are not asked any questions for whether we understand the topic or not.

They (FGD-01) further said,

The traditional lecture method has been followed in our class since we started our education. Almost all teachers follow this method. In this method, Lectures are delivered by the teacher on selected topics. Feedback is received from the students after concluding the lecture through questions or comments by the teacher which is very rare also. Only a few students responded whereas most of them remained silent in the class as there was not enough time. As a result, there is a big gap automatically created between teacher and student.

In the discussion from FGD-02, some significant findings were also found. Students shared straightforwardly about the problems they suffered in the class,

We don't get the opportunity for brainstorming. Hence, we feel monotony in the class. Teachers do not have enough time to ask questions or get feedback after entering the class though we prepared ourselves. We prepare the home task according to the instruction of the teacher in time.

They (FGD-02) further said,

We have only 45 minutes for a class. As there is no biometric system in the class after entering the class, teachers welcome us and try to attract our attention for attendance. Here, it takes five to seven minutes for the attendance and greetings to create an atmosphere of quiet and calm. The class teacher revised the last lecture and received

feedback from the students. For this, they don't get the opportunity to present their lesson plan as well as feedback on ongoing lectures. As a consequence, later, teachers don't ask questions to us about the previous lecture.

It can be assumed that the quality class is not conducted at Kurigram Government College due to constraint of time, large class, and most importantly lack of the use of modern technology. Through the lecture method, students can only avail a limited opportunity to act in an active role in the class. Students are always seen as inactive and passive whereas teachers are active, more specifically students in the back benches feel discomfort and valueless in the class that cannot be a symbol of quality in education.

In terms of the evaluation of the class at Kurigram Government College, this can be said that teachers are not satisfied. The traditional lecture method does not fill up the demand of the students in understanding as well as learning. The interaction between teachers and students has also stayed far behind as the traditional method reflects teacher-centered characteristics. As a consequence, students are not able to uncover their hidden talents. Although the zeal of the students is observed always to explore their latent talent, some students are seen as very serious in the class but most of them remain passive as there is no freedom exercised by the students. Students never get the opportunity to represent their choice in terms of course. The decision to provide the way of lesson is always taken by the teachers create a negative impact on the students and the possibility of student's creativity.

Considering all circumstances undoubtedly the adoption of technology in teaching will certainly strengthen the quality of education in Kurigram Government College. Technology has been used in teaching and learning in the first world to make the class interactive. As interaction between teachers and students in the class is considered as the precondition of growing better understanding there is no way but to use technology in the class.

9. Recommendations

The thing is important to impose on teachers and students the benefits of using technology in modern times. Hence, knowledge of computer operation and content development should be mandatory for the teachers. Based on the knowledge, teachers can conduct the class in a dynamic way where students will be able to think creatively and get the inspiration to build themselves and become a part of making a beautiful world Hepp, Prats Fernández & Holgado García (2015). That is why training a regular interval is important to retain success Hepp, Prats Fernández & Holgado García (2015). Furthermore, Technology plays an influential role in modern teaching and learning. It creates an opportunity for the teacher and students to update the learning resources as well as course materials McKnight, O'Malley, Ruzic, Horsley, Franey & Bassett, 2016).

If the students receive the opportunity to watch a video or audio through a multimedia projector on any subject they will be able to realize the essence of the topic. More specifically, if a teacher shows the video of the Bangladesh liberation war that happened in 1971 before starting the discussion, the students will get more interested in listening to the lecture. Even they will participate also. Moreover, if they watch some motivational short video in the class they will be motivated.

In addition, if the student listens to the audio of a great speech of a great leader in Bangladesh or in the world they will also be inspired and try to express the summary of the speech. And this realization will tend them to think about the topic deliberately. If their Teacher shows a video of a great political speech or history of the world war in the class they will get the zeal to go deep in the context. Again teachers will be able to discuss in a far better way about the topics. Furthermore, they will have enough time to receive feedback from the students after showing the video. The use of email, video, mobile, image, multimedia projector, Facebook, and browsers can smoothly make an impact on the teaching and learning process for acquiring professional development (Adams, 2010).

Here, for using technology in the class, creating a proper lesson plan is important. In this regard, Altınay-Gazi & Altınay-Aksal (2017) argued in their article that the proper use of technology and making technology-based lesson plans can be more effective in higher education practices.

Consequently, email can contribute to potential access through the transmission of ideas and documents (Green & Gilbert,1995). In addition, this strategy can increase communication among students and teachers in specific courses. Moreover, mobile phones have advanced communication among teachers and students as they carry bundles of software. Students can browse with smart smartphones through Opera Mini, Internet Explorer, Mozila fire-fox from where they can download documents, check emails, reading materials and, plenty of information in the class or beyond the class (Mtega, Bernard, Msungu & Sanare, 2012).

There is one thing that is important which is the proper use of Facebook among students even teachers. In addition, will the students be able to use Facebook positively or not? Because 88% of students in Bangladesh are adversely affected by the excessive use of Facebook, even they can't concentrate on their studies attentively for this excessive use (Hasan, 2018).

In contrast, if students use this social media positively it will be considered to them as a dominant platform. This medium ensures prompt feedback to the teachers and students (Goktalay, 2015). Furthermore, Facebook groups manage easier communication among students and foster convenient classroom environments to engage students' which reflects an ideal learning Davidovitch & Belichenko (2018). In a Facebook group, no student is needed not to become a Facebook friend of the administration of the group. He has only to like the page to become a member. Any student or individual user can add himself to a Facebook group for study or purposes he desires. In this case, if a teacher creates a closed group with his students he or she will be able to conduct a class or instructions only during critical moments. In particular, Davidovitch & Belichenko, (2018) identified four rational reasons to use Facebook groups the scope of achieving knowledge, playing tools for the part of motivating

the student, ensuring the active participation of the students through regular communication, strongly enhance student-student interaction and the Facebook group also encourage social and cognitive interaction.

The use of a multimedia projector to conduct the class is a must. Similarly, the multimedia projector is the source where digital content can be displayed. Later a teacher can create a closed Facebook group where his students will be the members of the group. Teachers can upload important videos as well as instructions in the group about the way to use the internet through a laptop or mobile. Later he will advise the students to follow their status by mobile as most of the students cannot afford to use laptops. Using the different applications of mobile phones provides ideas and benefits that can motivate students to learn and understand new things in a better way by a teacher (Farrah & Abu-Dawood, 2018). Because most of the students are unable to collect information adequately through the use of Google and Mozilla Firefox teacher will advise his students to reply to messages in English mandatorily by smartphone.

There is another thing to consider that the teacher will form some groups of students in the class where they will discuss among themselves and present the context after regular intervals. Paper and marker pens will be provided to the students for group work. The designed group will also discuss the video that will be shown by the multimedia projector in the class. The teacher will also teach his students about the way to prepare digital content for their individual and group presentations. Questions will be asked after showing or hearing a video or audio clip to the students for feedback. In addition, Problems will be shown for the solution to enhance the creativity of the students. It would add extra interest if the teacher would show motivational videos for growing morality and responsibility among students. With the use of a smart board in the class a teacher can save time and show the information clearly.

The proper use of devices and materials by a teacher will make his class effective, interactive, participatory as well as enjoyable. Before starting the class he has to manage in time. The devices and materials are a laptop, smartphone, multimedia Projector, digital content, lecture sheet, poster, marker pen, speaker, and smart board. To conduct the lecture, a teacher will have to create a specific timeline. Based on the timeline, he will conduct the class for fifty minutes. As there will be some steps in his lecture outline he will divide the time for every step. In this lecture, he must reserve some time for the use of technical devices. It would be better to show a video or images before starting the lecture. Because if a teacher shows a specific video or images related to the topic students will feel interested. At the same time after looking at the image, they will think. Video or audio utilization is such a medium that captures students' attention effectively as well as enhances the interest of the students Nicolaou, Matsiola, & Kalliris (2019).

Furthermore, the teacher will have to prepare content for the lecture. He will discuss the selected context through the content. There is a point to consider that most students remain hopeless because of their poor economic condition and lower level of confidence. Hence they feel frustrated being capable of doing better. From this point of view, if the teacher includes 02 minutes for showing a short motivational advice or inspirational video in a week the students will get the opportunity to achieve courage as well as confidence. This confidence will tend them to become more serious in their study.

10. Challenges to Implement Technology in Teaching and Possible Solutions

The utility of using technology in teaching and learning is more apparent in the 21st century. Educational institutions all over the world are using technology to ensure quality education. It is considered the best practice method in teaching and learning nowadays. There might be some challenges to be faced by the teachers. Many teachers are seen to avoid traditional methods as well the black board rather rush to the application of technology blindly in their class (Xu, 2017). Consequently, the use of multimedia technology can reduce humanity in the class (Xu, 2017). In contrast, Mikre showed in 2011 in his research if students relied on technology there might be some problems might be faced by them.

Firstly, excessive dependency on technology will reduce the imagination power of the students and the opportunity to involve oral and written practice. Secondly, it will limit the student's critical and analytical ability. Finally, they will receive a superficial understanding and presentation rather clear conception of the context. Furthermore, the students desire to visit unwanted websites that will impact negatively their physical fitness.

The mentioned problems can be major challenges to infusing quality among students. Considering the problems teachers must try to combine technology with traditional lectures to improve the quality of education. In addition, teachers will have to motivate students so that they can restrain themselves from illicit activities and look forward to the path of light. Furthermore, some other problems teachers have to encounter which makes a negative impact on the classroom are load shedding, low speed of internet, and large number of students. Sometimes teachers have to face problems at the time of delivering lectures through multimedia projectors when electricity is gone away. Similarly, at the time of downloading some documents from the internet instantly any issues, it will cause hindrance in the class. In this perspective, teachers will appeal to the administration so that they will take the initiative to ensure consistent electrical and internet facilities.

The positive thing in Kurigram Government College is that all departments of the college have all technological devices like laptops, multimedia projectors, speakers, and smart boards by which they can prepare to conduct class.

Another thing is that the teachers of Kurigram Government College have to be involved with some official activities always such as admission activity, public and internal examination duty, and co-curricular activities. Involving with these activities teachers don't get enough time to prepare their lectures and digital content. In this perspective, the administration of Kurigram Government College can play a vital role in reducing the excessive pressure on the teachers. If they distribute the duties and responsibilities equally among the teachers the problems will be solved.

It is observed in Kurigram Government College that the teachers who are adapt to computer operation and more skilled in cultural activities principal and vice-principal always depend on them. In particular principal as well as the vice principal select the skilled teacher now and again for accomplishing the activities. Hence, if the administration arranges training for all the teachers to strengthen their skills and distribute the responsibilities equally among the teachers then the pressure will automatically reduce on the particular teacher. In addition, the integration of technology and updated approaches and techniques into teaching will go positively when teachers try to understand the nature and expectations of the new generation (Ustunluoglu, 2017). It is only possible when in-service training initiatives are taken by the authority (Ustunluoglu, 2017).

The very important matter is the mentality of dedication of a teacher. If the teachers of Kurigram Government College will dedicate themselves and mentally decide to serve the country through talent the problems will be overcome. In this perspective, the teacher will automatically search the ways to receive training to make him competent for different activities.

11. Conclusion

It is now a recognized belief all over the world that information and communication technology in teaching and learning play a significant role as well as execute troublesome works (Jaffer, Ng'ambi & Czerniewicz, 2007). In the field of education particularly in teaching and learning, technology can have a positive influence on the students thinking (Carnoy, 2004). In Bangladesh, especially at Kurigram Government College, the necessity of using technology has increased rather than emphasized in before. As current institutional teaching practice is not student-oriented as well as satisfactory, the implementation of technology in teaching and learning is a must to improve the quality of education.

As the authority of Kurigram Government College has provided all sorts of technical support, the teachers can play a vital role in robust the quality of education through the use of technology. Furthermore, if the authority can ensure mental support for the teachers and reduce the clerical activities pressure the teacher will get more time as well as liberty to concentrate on lecture preparation for quality teaching using technology. The important thing is the collaboration of the technology with traditional methods. The lecture will not be interactive and enjoyable if the technology is not used properly. As the world is growing first, there is no way to keep pace with the unavoidable circumstances for the teachers as well as the authority of Kurigram Government College to fill up the expectations of the government.

After doing the research, the suggested ways to improve the quality of education at Kurigram Government College have been realized. Acquiring knowledge of technology is the first and foremost condition to ensure quality lectures in classroom teaching. Similarly understanding the psychology of the students, more group and peer work through the use of technology, properly representing the digital content in class and finally motivating the students, particularly those who are poor and less talented through video, and audio are needed to reach the desired goal. Realization of own lack in teaching and learning is also an important barrier in this regard. If a teacher can't realize his weakness previously he did in the class, he will not be able to ensure class in a satisfactory level. From this perspective, it can be thought that the knowledge from the course as well as the assignment will certainly assist the teachers in strengthening the quality of lectures which aid to contribute in improve the quality of education at Kurigram Government College.

In addition, students will be introduced to the new dimension of teaching and capable of understanding any topic in the class and beyond the class. Even the door of innovative work will be opened for the students as they are introduced to the technology in learning.

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