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ICT INTERVENTION DURING TEACHER TRAINING IN THE INDIAN EDUCATION SYSTEM

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Abstract

The present study is the result of an attempt made for delving deeper into the inclusion of ICT i.e. Information and Communication Technologies into the teacher education in India. The policy documents emphasize the role of technology in education at all levels, but it was found during the PhD study of the researcher that the practical implementation of the technology part is missing at almost all levels in the public institutions. The teachers are not up-to-dated with the ICTs evolving in the market. In order to gain an insight of the incorporation of ICT in teacher education in urban settings the present study was conducted. The sample population was chosen from the teacher training institutes of (Bachelor of Education) B. Ed from established public universities of New Delhi. The respondents were contacted through emails and after getting confirmation, they were approached for semi-structured interviews. The results of the study strongly recommend inclusion of ICT as a core subject during the B. Ed course of teachers.

Keywords: Bachelor of Education, Core Subject, Information and Communication Technology, Public Institutions, Semi-structured Interviews.
