Abstract

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Topic: **A Study of ICT Integrated Teacher Education Programme with Special Reference to Implementation and Success in J & K**

As we all know that every aspect of life has been affected by technology. Our education system has also been influenced by this digital technology. It is a well accepted fact that the success of an educational programme is heavily dependent on the quality of teachers available in the educational institutions. A school or institution may have outstanding infrastructure, resources, equipments, a building, a library and other amenities. However, if the teachers are inadequately qualified the entire programme is likely to be unsuccessful. So in this regard the present study has been conducted in order to explore at ground level the integration and implementation of ICT in these teacher training institutions particularly in Jammu and Kashmir.

Objectives: The current study is conducted to achieve the following objectives: To examine the implementation of various policies for imparting ICT enabled Teacher Education in Jammu and Kashmir. To study how the ICT enabled Teacher Education has been able to achieve its target in Jammu and Kashmir with regard to; Quality, Accessibility, Infrastructure facility and Curriculum. To assess the availability of ICT trained staff at Teacher Education institutions in Jammu and Kashmir. To identify challenges faced in imparting ICT enabled Teacher Education in Jammu and Kashmir. To find measures for making ICT enabled Teacher Education a success in Jammu and Kashmir.

Rationale of the Study: The reason for studying an ICT-integrated teacher education programme in Jammu and Kashmir lies in its potential to address the unique challenges faced by the education system in the region. Due to the prevailing socio-political unrest in Kashmir valley the investigator was interested to do an explorative study in order to know the actual situation of ICT- enabled Teacher Education structure in Jammu and Kashmir which has been affected by the insurgency.

Research Design: The proposed study has adopted a descriptive research approach which was primarily qualitative in nature. The investigator has used survey method to collect required information regarding the variables under investigation. The present study involves both qualitative and quantitative approaches because of the fact that they provide more clarification of the study under investigation in support of one another. The researcher physically visited the teacher training institutions and gather the information with the help of different techniques. The investigator used the checklist, Questionnaire and Semi-structured Interview as optimum tools for data collection.

Sample: The sample of the study include 7 teacher training institutes and 2 DIETs in two districts Anantnag and Kulgam of Kashmir division Jammu and Kashmir. The teacher educators and the principals of the teacher training institutions shall comprise the sample of the study. In the present study the researcher used purposive sampling technique in order to select the sample purposively and obtain the required information.

Findings: Based on the objectives of the present research the researcher is able to draw the findings of this study. The findings indicated that there is Lack of macro ICT policy which lays emphasis on the integration of ICT in teacher training institutions in Jammu and Kashmir. The results revealed that the status of ICT in teacher training institutions was low at ground level. Broadly the results indicated that there was lack of physical infrastructure at ground level. It was found that ICT-based education helps to improve the quality of education by integrating ICT in the teaching learning process. The findings also revealed that there was no proper ICT-based curriculum in the teacher training institutions that needs to be emphasized in order to integrate ICT in the teaching learning process.

The findings further indicated that the dearth of ICT-skilled teachers hampers the quality of teacher education, as it is the responsibility of prospective teachers to implement ICT in their teaching-learning. The results revealed that there are a number of challenges like lack of ICT based infrastructure, dearth of ICT trained teachers, slow internet connectivity, poor electricity supply, high cost of ICT equipments, lack of proper guidelines for ICT implementation in teacher training institutions etc. Emphasis should be laid on to overcome these challenges. Sufficient funds and support should be provided for making the integration of ICT in education possible in this modern digital era.

Suggestions: Proper ICT based infrastructure should be made available in teacher training institutions. Development of ICT based policies for implementation of ICT in teacher training colleges. Introduce ICT based courses in curriculum. Uninterrupted power supply should be provided for using the electricity based ICT equipments in the teaching learning process. Availability of well trained ICT teachers for proficiently using technology in the education process.

Conclusion: Despite the challenges ICT has a positive impact on learning as it helps us to achieve the goal of quality education. It is the responsibility of teacher educational institutions to produce those teachers who are competent, skilled, knowledgeable, ICT literate and adequately qualified and well trained in this digital world. In this regard the present study was conducted to explore at ground level the integration and implementation of ICT in teacher training colleges in Jammu and Kashmir.