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**THESIS TITLE** : **A study of scope and uses of computer technology in teacher education in relation to attitude of B.Ed. students of face to face and distance mode towards integration of ICT in teaching**

### **ABSTRACT**

The teachers are the effective medium who will acquaint the students to the changing information arena. For this the teachers themselves need to be familiar and well acquainted with the upcoming technologies. The way teachers view new technology, how they respond to it and how they present it and how it helps to accomplish their vision of teaching and learning, will affect future years of educational technology implementation in our classrooms.

We do not ignore the condition that in many schools of India, technology isn't yet available but if the provisions are available and whenever they will be available, we hope that the new coming teachers will not only benefit themselves from the new technology but also effectively introduce it into their classrooms.

Based on the study that a strong relationship exists between the way a teacher learns and the way he teaches (Cornett, 1983), the study was selected to study the scope and uses of computer technology in teacher education in relation to attitude of B.Ed. students of face to face and distance mode towards integration of ICT in teaching. In this study scope and uses of computer technology in teacher education in relation to attitude of B.Ed. students of face to face and distance mode and integration of ICT in teaching in relation to attitude of B.Ed. students of face to face and distance mode was investigated. For this purpose, a Computer Technology Use and Scope Questionnaire, Computer Attitude Scale and Technology Integration Standard Configuration Matrix were administered to a sample of 80 face to face and 80 distance mode B.Ed. students from four institutes of Delhi based central universities.

Results showed that the B.Ed. students had positive attitude towards computer technology whether they trained through face to face or distance mode and they used technology for personal use more frequently than in classroom teaching & academic work it means B.Ed. students are not much confident and comfortable in using computer technology in classroom teaching. Scope of computer technology in teacher education was found very limited. B.Ed. students and their mentors mostly use computer technology for the purpose of making handouts, collecting Info or Picture from Internet for

Lessons, Writing lesson Plans or Notes and Record making or Calculate Grades. They indicated Internet (58.8%), and PPT (15.6%) as important computer technologies in teacher preparation. 49.3% respondents feel not very well prepared for such technologies use in their teaching- learning process and 43.1% accept the importance of technologies as 'very important' in preparing B.Ed. students in the use of technologies at the pre - service level. Level of ICT integration in teaching mostly found for professional productivity (as operators) and tended to facilitate and deliver instruction, but do not integrate technology as well into teaching and learning. B.Ed. students perceived themselves to be in control of the computer to a lesser degree (Perceived Control) than they thought the computer was useful (Perceived Usefulness), and is liked (Affective) and intent to use (Behavioural Intention) the computer. No significant differences were traced in attitudes of B.Ed. students towards ICT in relation to their gender, computer ownership and mode of study (face to face and distance mode) but differences were found in terms of their computer experience (years of using computer).

The findings have implications on teacher education programs that seek to prepare teachers for teaching with ICTs' should reconsider its training approaches. Teacher education courses should be structured so as to encourage pre-service teachers to regard computer use as an integral part of their study and future profession. Teacher education should be carried out in constructivist learning environment and provides student teachers with a conducive and non-threatening environment to experience success in using the computers. Teacher education course can be made more practical and application-oriented than theoretical input in ICT integration. ICT should be introduced in teacher training courses at various levels as a compulsory subject or a special field subject instead of course title and as an elective subject. The objective of the pre-service level is not to prepare technocrats, but to develop techno-pedagogues. So, objectives must be set on the attainment of application and skill levels rather than just at the knowledge and understanding levels.

Finally it can be stated that the updated curriculum is successful in maximizing pre-service teachers' attitude towards ICT and ICT integration into their teaching. This will allow them to gain competence and confidence in using computers for teaching and learning.