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Synchronous and Asynchronous ICT Tools for Professional Development of Teachers



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Abstract

In this paper I have tried to identify the most useful synchronous and asynchronous advanced ICT tools in educational settings for professional development of both teachers as well of students. Those are beneficial for different educational purposes in classroom teaching-learning processes as well as different forms of learning i.e. formal informal and non-formal educational settings. In these days ICT tools and services are very important to fulfill the new demands of an individual as well as the whole nation beside to enhance the quality required for professional development of teachers as well as modern learners. These ICT tools are very common and user's friendly to serve and enhance the quality of education, we may know and understand the application of these most popular ICT tools accordingly.

Keywords: ICT tools, MOOC'S, SWAYAM, Collaborative learning, OER, Blended Learning

Introduction

The development of ICT in India is highly appreciated by educational sector of India as our telecommunication network is the second largest in the world by number of telephone users (both fixed and mobile phone) with 1.206 billion subscribers as on 30 September 2017, it has one of the lowest call tariffs in the world enabled by mega telecom operators and hyper-competition among them. India has the world's second-largest Internet user-base, as on 30 September 2017; there were 324.89 million internet subscribers in the country, according to TRAI (Telecom Regulatory Authority of India) Press Release No.97/2017, 21st November, 2017. These emerging technologies have resulted increasing Information and Communication Technology (ICT) tools explode everywhere and becomes the necessary part of our personal and professional life, many of these tools have great potential for teaching and learning

although they may not be created initially for educational purposes. The state regarding Information and Communication Technology in education appears to be in a transition mode. During the last few years, ICT uses in education especially in teacher education that has a deep concern for changes, ICT services works with great potentialities with educational settings that included research, development and innovative techniques in teaching learning process and a deeper understanding toward teacher professional capacity building on techno-pedagogic dimensions of professional development of teachers as provide training with different tools, creating professional aptitud towards teaching profession and making techno socio, psycho pedagogical understanding of the teachers as well as children's in the school learning environment.

The National Curriculum Framework for Teacher Education 2010 (NCFTE), a landmark document