

ICT : TO DEVELOP THE MODERN TEACHER EDUCATION IN INDIA

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ABSTRACT

As the most elegant, easiest and comfortable computer based technologies are Information and Communication Technologies (ICT) and it's also associated with the modern education system. ICT can play a great significant role in the field of modern education. For enthusiastic the promising role of ICT in the current educational system, we may study the history of the appliance of ICT in the system. It is essential to know how the postal services, radio, TV, mobile, tab and computer etc. have influenced our education system. This awareness is essential for implementing ICT in educational system more efficiently. The historical perception of this technology will provide help not only for teachers but also for administrators, researchers and policy makers in implementing this technology in modern education system. So, the fast developments in information and communication Technologies (ICT) have been surprising during the last three and half decades or so. The actions apprehensive with planning, administration and pedagogical applications in the classroom teaching under the academic institutions are influenced by the information technology. So this paper presented enlightens on the essential components of ICT and its uses to develop the modern Teacher Education in India.

Key Words : *ICT, Modern Education System, Information Technology, Historical Perception, Pedagogical Applications.*

INTRODUCTION:

Teacher education institutions and programmes must provide the leadership for pre-service and in-service teachers and model the new pedagogies and tools for teaching-learning. They must also supply leadership in determining how the new technologies can best be used in the context of the culture, needs, and economic conditions within their country. ICT has the potential to enhance people's live in the various countries of the globe in many ways. Day to day activities such as simple communication, health, education and economic activities are largely improve through affordable and even digital network infrastructure. Now a day's the ICT used in the various activities like Primary, Secondary, Tertiary, Quaternary and Quinary activities. However, to benefit from ICT, countries need to include ICT education and training sparately in their national tactical plans and also arrange the study of other subjects through the using of ICT like PPT, Audio-Visual aids, Teleconferencing / Videoconferencing etc. so that more people attain skills and expertise in the area of ICT. Therefore, it is crucial that students are taught at least basic ICT literary in schools.

OBJECTIVES

The main objectives of the present study are :

- To describe the brief history of ICT.
- To highlight the essential components of ICT and its uses to develop the Modern Teacher Education.
- To reflect the importance of ICT in the current educational process.
- To reflect the exploring opportunities to enhance the quality of ICT Education.

REVIEW OF LITERATURE:

At national and international levels, educational policies and regulation have been establish to support the educational use of ICT. In school and classroom settings, teachers and school administrators are attempting to find the best ways to harness ICT technology to support their teaching and students success. However, accomplishments that are convincingly the result of the direct causal impact of ICT use are not always easily identifiable (Kang et al., 2008).

The study explores the use of computers in teaching through sampling teachers, principals and ICT responsibility in schools. While it does not look into student achievement, it does look at the perceived impact of ICT on students from the teachers perspective (Pelgrum and Anderson, 1999, Kozma 2003). Moreover, Balanskat et al. (2006) reviewed

several studies on the impact of ICT on school in Europe. They conclude that the evidence is scarce and comparability is limited. Each study employs a different methodology and approach and comparisons between countries must be made cautiously. In addition, in several other studies (see Yusuf & Afalabi, 2010; Shaikh, 2009; Joyson, 2008; Shaheeda et al, 2007) it is argued that ICT helps to improve the quality of learning and educational outcomes. Some other surveys (e.g. Iqbal and Ahmed, 2010; Hameed, 2006; Amjad, 2006; Khan and Shah, 2004) argue that, in order to be successful a country should improve its education system by implementing effective and robust ICT policies.

METHODOLOGY :

Teacher education unit, state, region or country adopts or adapts a set of standards for determining how technology will be infused throughout their programmes, it is critical that faculty in the teacher education programmes be included in the planning effort. The faculty will plan for ICT in teacher developments considering their own conditions, culture, and context. During this collaborative. Planning phase, the teacher education unit and other university units providing courses for pre-service teachers (i.e. teacher candidates) should develop plans that not only address the four key components within the frame work, but also the elements that support long-term implementation of the key components – leadership and vision, context and culture, planning and management of change, and lifelong learning. These elements are necessary for a supportive environment and a successful, self-sustaining implementation of technology infusion within the teacher education programme.

ESSENTIAL COMPONENTS OF ICT IN TEACHER EDUCATION:

- (i) Shared Vision
- (ii) Access
- (iii) Skilled Educators
- (iv) Professional Development
- (v) Technical Assistance

CONTENT STANDARDS AND CURRICULUM RESOURCES :

Educators are knowledgeable in their subjects matter and current in the Content standards and teaching methodologies in their discipline. Prospective teachers have knowledge in the subject area(s) they intend to teach. Technology-based curriculum resources that address subject matter content standards and support teaching, learning

and productively are available to teacher candidates. Technology based curriculum resources that are appropriate in meeting the content standards in teaching areas and grade ranges or available to teacher candidates at the students / in term site. The school district provides professional development opportunities related to local policies and content standards and the technology based resources to support the new teacher's efforts to address those standards.

STUDENTS CENTERED TEACHING :

Teaching in all settings encompasses student-centered approaches to learning. University faculty incorporate student centered approaches to learning (e.g., active, cooperative and project – based learning). Teacher education faculty and professional teaching staff model student-centered approaches to instruction in education course work and field Experiences opportunities to implement a variety of technology-enhanced, students – centered learning activities and provided for teacher candidates / interns. Faculty routinely use student centered approaches to learning to facilitate student us of Technology.

ASSESSMENT:

There is continuous assessment of the effectiveness of technology for learning. University faculty and support staff assess the effectiveness of technology for learning to examine educational outcomes and inform procurement, policy and curriculum decisions. Teacher education faculty and professional teaching staff model the integration of teaching and assessment to measure the effectiveness of technology supported teaching strategies.

COMMUNITY SUPPORT :

The community and school partners provide expertise, support, and resources, prospective teachers experience technology use in real-world setting related to their general education and courses in their majors. Teacher preparation programmes provide teacher candidates with opportunities to participate in field experiences at partner schools where technology integration is modeled. School teachers teach in partner schools where technology integration is modeled and supported. Schools provide beginning teachers with connections to the community and models of effective use of local and other resources.

SUPPORT POLICIES :

School and University Policies, financing and rewards structures are in place to support technology in learning university faculty are provided with resources for meeting subject area needs and with reward structures that recognize the application of technology in teaching, learning and faculty collaboration. Policies associated with accreditation, standards, budget allocations and personal decision in teacher education programmes and field experience sites support technology integration. Retention, tenure, Promotion and merit policies reward innovative uses of technology by faculty with their students.

CONCLUSION :

The teacher education institutions understand the benchmarks, standards and strategy for ICT in teacher education to reach their goals, The uses of ICT in teacher education as global wide, ICT is neutral human choices will determine how ICT will be used and whether the revolution in information and communications technologies will benefit all human being of all the civilization. The integration of ICT into teacher education. It is important for teacher education institutions to understand the knowledge and skills necessary for teachers to effectively use ICT in their instruction.

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