Vol 6 Issue 9 June 2017

ISSN No : 2249-894X

Monthly Multidisciplinary Research Journal

Review Of Research Journal

Welcome to Review Of Research

RNI MAHMUL/2011/38595 **ISSN No.2249-894X**

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

Regional Editor

Advisory Board

More.....

ISSN: 2249-894X Impact Factor : 3.8014(UIF)

Review Of Research

Volume - 6 | Issue - 9 | June - 2017

INTEGRATION OF ICT IN TEACHER EDUCATION: A STEP TOWARDS IMPROVING THE QUALITY OF EDUCATION

K. Kannan
Ph.D. Scholar of English, Post Graduate and Research Department of English, Presidency College (Autonomous) Chennai, Tamil Nadu.

ABSTRACT:

ICT is the basket of technologies is which assists in storage, processing and dissemination of data. ICT thus includes technologies such as desktop and laptop computers, software, peripherals and connection to the internet that are intended to fulfill information processing and communication function. In a braded sense it also includes the field of the electronic communication device or application encompassing radio, television, cellular phone, computer and network hardware and software, satellite systems and so on, as well as various services and applications associated with them such as video conferencing and distance learning. ICT is imported to all aspects of life, from activities to operations, from research to development, from health services to amusements from education to governance; ICT has become fundamental to basic life. Thus ICT has become one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and arithmetic.

KEYWORDS: *Teacher Education , Quality of Education, basket of technologies .*

ICT IN TEACHER EDUCATION

The need for teacher trainee is widely acknowledged. Professional development to incorporate ICT into teaching and learning is an ongoing process. Teacher education curriculum needs to update this knowledge and skills as the school curriculum change. The teacher needs to learn to teach with digital technologies wide many of them have not been taught to do so. The aim of teacher training in this regard can be either teacher education in ICT or teacher education through ICT. Teacher's professional de elopement is central to the overall change process in education.

They are unsure of low to make most effective use of ICT as a powerful and diverse resource and one which can potentially alter traditional teacher-student relationships. The future lab study shows many affirmative results from review of a number of UK case studies on teacher training. Although they are not representative most of these studies highlight positive impacts of teacher training with ICT, such as increasing teacher self-assurance and aptitude the use of IT resources by providing them fully equipped multimedia portable computers or by supporting online teacher communities. The "talking heads online community" pilot study showed that informal online communities can help reduces lead teacher isolation enable lead teachers generate and exchange insights regarding practices of school improvement; and provide and effective wave for gaining quick access to a spectrum of pilot study reviewed by future lab on learning to use ICT for science teaching show that for the 40 schools participated, the impact of equipped computers reached for beyond individual teacher. It prompted department-wide exploration of new teaching strategies and reviewed enthusiasm for

sharing and collaboration (Fisher et al., 2006).

FOUR THEMES OF FRAMEWORK FOR ICT IN TEACHER EDUCATION

UNESCO (2002) has projected a holistic framework taking into consideration four supportive the mess viz. Context and culture, leadership and vision, and lifelong learning, planning and management of change. The frame work of competencies is encircled by four supportive themes. The curriculum framework also suggests that each teacher is allowed to interpret the framework within the context and personnel approach to Pedagogy, which is always related to the subject discipline or content area, rather than to other technology it selves (Rajan and Naimur,2011).

TECHNO-PEDAGOGY AND SKILL IN TEACHER EDUCATION

The aim of the teacher education is to the develop skill and appropriate knowledge among teacher trainees for using and integrating the correct technologies in an appropriate manner. Every teacher should know how to use technologies, Pedagogy and subject area content effective by in their daily classroom teaching. It is clear that nearly introducing technologies to the education process is not enough. One must ensure technological integration since technology by itself will not lead to change. Rather, it is way in which teacher integrate technology as potential to bring change in the education process. In techno-pedagogy, there are three areas of knowledge, namely: content, pedagogy and technology.

Content: Content is the subject matter that is to be taught.

Technology: Technology compares modern technologies such as computer, internet, digital video and commonplace technologies including over head projectors, blackboards and books.

Pedagogy: Pedagogy describes the collected practice, process, strategies procedures and methods of teaching and learning. It also includes knowledge about the aims of instructions assessment and student learning.

Integrating ICT as a Core Course in Teacher Education

The syllabi for ICT in education courses offered by some of the universities in India where analyzed in terms of the objective of the course, weight given to the theory and practiced and other syllables components. The curriculum guide and syllabus for information technologies in schools by NCERT, India, has the following expectations about basic competencies of teachers to achieve the objectives of ICT education at the secondary level.

1)Understanding the role of technology in change and the implication of technologies mediated changes for education.

2) Creating interest in learning among students through unique utilities like animation, simulation, the internet etc.

3) Demonstrating a sound understanding of basic IT concepts and operations.

4) Planning and designing effective learning environments with necessary technology support.

5) Making the best use of technology enhanced lessons to enrich the student learning.

TEACHER EDUCATION IN INDIA

In India there are nearly 3.5 million teachers in the formal school system. Primary school teachers are required to have ten to twelve years of general school and two years professional education. Secondary teachers must have a minimum m of first degree from the university and one year of professional education, there are several institutions and systems for in service education of teachers ranging from school complexes at de-centralized levels to programmer's designed and executed at the center level, but co-ordination between various agenesis is yet to the obtained (UNCSO, 1990). The NCTE with the view to promo toting and motivating quality research in teacher education, constituted a research and program advisory committee in June, 2004. The NCTE's concern is to enable teacher education institutions to prepare a work force of trained teachers who are fully conversant with the technology.

FUTURE OF ICT IN TEACHER EDUCATION

The role of interactive multimedia in a perspective where bearing is part of schooling, working or just living, ICT also includes web TV's, Net PC's and web-based education that offers accessibility, flexibility and innovations in teaching and learning. ICT integrated teacher education is more important to Indian educational system that is committed to maintain global partnership as well as leadership in knowledge based society. ICT especially in the 21st century context of teacher education fulfills the following objectives.

1.In envisages excitement to the learner's eyes, ears and nose important by the head.

2. ICT fulfills the needs of learners by providing items and packages of higher standard and interest.

3.It helps in transforming the definition of literacy, learning and knowledge; a definition that increasingly includes multimedia digitized literacy.

4.Multimedia provides kind of control over the learning environment to the pupil teachers and they experience learning from their failures and practices.

5. ICT facilitates the learner to have control on lesson, pace the sequence, content, feedback, which in turn enhances the efficiency of learning.

6.Unlike books, it is interactive in nature and creates motivation and interest among the learners.

7.Develops the ability of self-learning and interacting individuality as the learner attains vast experiences effectively, efficiently and expeditiously.

8.ICT- empowered simulated situation minimizes dangers in the real world.

9.ICT is a powerful new development with ambitious role in teacher education, digital and internet- based multimedia transforms the present trend. It takes just a computer to play multitude of media enabled programs and packages.

CONCLUSION

The teacher education system empowered by ICT drives infrastructure can have a great opportunity to come up to the centre age and ensure academic excellence, quality instruction and leadership in a knowledge - based society. ICT has revolutionized the entire concept of education, learning and research by offering new opportunities and challenges in creation and desecration of information by way of web TV's, Net, PC's and web-based education. It is really challenging task to strange then ICT in teacher education because a large majority of the teacher education institutions are unequipped or under equipped in terms digitized and high-teach Infrastructure.

REFERENCES

• Ahmed, S., & Singh, M. (2010), Multimedia in teacher education empowering accessible, flexible and innovative learning. Shikeshak - Shekha Chodh Parrika, 4(1), 32-33.

• Yves & Punie, A.B. (2006). A review of the impact of ICT on learning, working paper for DGEAC. www.futurehab.org.uk.

• Michelle, S. (2011). The impact and role of ICT in the delivery of education and training in Africa.

• Takwal, R. (2003). Problems and issues faced by Indian education system. UGC Golden Jubilee Lecture Series, p.5.

• Bandura, A. (1996). Social foundations of thought and action. A social-cognitive view. Englewood Cliffs, NJ.

• Sansanwal, D.N. (2009). Use of ICT in teaching, learning and evaluation. Education Technology Lecture Series, Institute of Education Technology, NCERT and State Institute of Education, Chandigarh.

Publish Research Article
International Level Multidisciplinary Research Journal
For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper,Summary of Research Project,Theses,Books and Books Review for publication,you will be pleased to know that our journals are

Associated and Indexed,India

- Directory Of Research Journal Indexing
- International Scientific Journal Consortium Scientific
- OPEN J-GATE

Associated and Indexed,USA

- DOAJ
- EBSCO
- Crossref DOI
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Databse
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Review Of Research Journal
258/34 Raviwar Peth Solapur-
413005,Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com