



EXAMINING THE ROLE OF ICT IN TEACHERS PROFESSIONAL DEVELOPMENT AND DEALING WITH CHANGED PROCEDURE OF TEACHING

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ABSTRACT

Today there are numerous global investments in ICT to enhance teaching-learning process in different educational institutions that has been started by numerous legislatures. Still we are falling behind to some degree in ICT appropriation or integration in teaching-learning as opposed to the investments in ICT infrastructure, equipments and assets. Teachers in the 21st century are confronting new difficulties because of the growing potential outcomes of ICT integration in each part of the school milieu. Studies have demonstrated the capability of teacher professional development (TPD) that is custom fitted to local conditions and in addition global parts and exploits shared help among teachers, and also displaying of successful practices. The objective of the paper is to think about the issue of TPD with reference to the use of ICT as a level for educational change in a fundamental way, in view of the application of local and additionally international research.

Keywords-Teachers, Professional, Development, ICT, etc

1. INTRODUCTION

Educational systems are under expanding weight to use the new information and communication technologies (ICTs) to indicate understudies the learning and aptitudes they require in the 21st century. The 1998 UNESCO World Education Report, Teachers and Teaching in a Changing World, delineates the radical proposals the new information and correspondence innovations have for conventional teaching and learning. It predicts the change of the training-learning process and the way teachers and students get to learning and information it states:

To adequately harness the power of the new information and communication technologies (ICTs) to enhance learning, the accompanying fundamental conditions must be met:

- Students and teachers must have adequate access to advanced technologies and the Internet in their classrooms, schools, and Teacher education foundations.
- High quality, important, and socially responsive automated substance

must be accessible for teachers and students.

- Teachers must have the information and abilities to use the new advanced devices and resources to enable all understudies to accomplish high academic standards.

Teacher education organizations are stood up to with the challenge of setting up another era of teachers to viably use the new learning a device in their teaching rehearses. For some Teacher education programs, this mind-boggling errand requires the obtaining of new resources, expertise and watchful arranging.

- In pushing toward this task it is useful to understand
- The impact of innovation on global society and the proposals for education
- The broad information that has been delivered about how individuals realize and what this suggests for making more fruitful and drawing in understudy focused learning situations.
- The phases of Teacher development and the levels of selection of ICTs by teachers
- The basic significance of setting, culture, authority and vision, enduring learning and the change procedure in planning for the reconciliation of innovation into Teacher education.
- The ICT abilities expected of teachers related to substance, pedagogy, specialized issues, social

issues, form exertion, and systems administration

- The importance of making gauges to direct utilization of ICTs in Teacher education
- The essential conditions for convincing mix of ICTs into Teacher education
- Main methodologies to consider in planning for the implantation of ICTs in Teacher education and dealing with the change procedure.

1.2 The Principles of Teacher Development Using ICTS

The integration of ICTs into the general idea of teaching and learning may be named the "informatization" of education. Informatization addresses the necessary fragment, condition, and drive for the modernization of education, which will allow the move from the regenerative model of teaching and learn-ing to an autonomous model that advances start and imagination with information. This new model of education reinforces the part of free research. Students are depended upon to gather, select, investigate, make, and show information. Teachers are depended upon to elevate aggregate work and to encourage individual and gathering exercises. The execution of this new model structures the Information and correspondence abilities of students, including the inclinations for acing the strategies for information and correspondence advancements. The most essential oversee for the individual development of a Teacher is progressive, amplify based learning. Teaching must be done as, for example, to unequivocally reflect the general principles of education,

for instance, the execution of an informatization program.

1.3 A Model of an Informatization Program

It isn't really savvy to display here various contextual analyses, even profoundly compelling, from a particular state to demonstrate what we mean by informatization there is dependably the hazard that picked cases would be unreasonably parochial. Or then again maybe, we require models that are exceptionally particular on one hand and really widespread on the other. A number of classes and workshops, coordinated by this group of specialists in ICT-bolstered Teacher education and rehearsing teachers, have been worked around such models. These present occasions are recorded, translated, remarked on, and scientifically deciphered. In spite of the fact that hour long video shot in a genuine classroom may be both amazing and enhancing in making the group of on looker's familiar with nearby shading and the educational specifics of a particular schooling rehearse, it may not give them broadly material standards. It along these lines may be more valuable to endeavor to pick the most basic segments from the social occasion of amassed motivations behind enthusiasm concentrating on structural examples. The per clients are along these lines offered these fundamental attributes and characteristics dis-worked and refined, and introduced as a bland situation.

The coordinators of this endeavor imagine the workshops or instructional courses on the preface of what is really known and bored today, having fabricated a dynamic framework for teaching and learning exercises with appropriate performing artists, devices, materials, operations, and

strategies. Accordingly it is conceivable to delineate and demonstrate particularly the basic segments, associations, forms, and mechanisms of ICT-based Teacher education without being constrained by the peculiarities of neighborhood settings. The consequent situations are along these lines not narrative accounts of genuine occasions, yet rather vivified drawing of what is fitting to consider as a starting stage toward encourage development. Each situation incorporates a regularly acknowledged adage or non particular articulation; a translation, explanatory portrayal, and visual establishment; and recommendations. Giving particular between predations of a general idea is a serious, straightforward, and viably grasped strategy for clarification that causes the group to wind up plainly aware of what they may accomplish all alone. In the account that takes after, the procedure of Teacher readiness, including the utilization of narrative chronicles, as a promising model for Teacher education, is portrayed.

1.4 Diverse Forms of Professional Development

A key part of our procedure is to give the future teacher contrasting kinds of expert development. One vital kind of expert development includes visits to educational foundations that have moved experience using data technologies in teaching and learning. These visits may give a degree of communication openings, from after-school trades and understudy ways to synergistic work or coordinated exertion with the entire educational ICT community.. Broaden Seminars additionally give various viable teaching abilities, alongside the hypothetical information on which they are based, in a setting in which the prerequisite for such aptitudes is constantly adapted by the

learning setting and undertakings. The course additionally incorporates abridging lectures and dialogs, where ideas, methodologies, hypothetical edge works, and considerations put forth by the professor are minded and examined by students, and adequate time is given to giving quick and dirty answers for students' request and each process is recorded in detail. Along these lines, these lectures in like manner end up being a bit of the endeavor work. The results and out-happens to the endeavor based exercises of each learning group incorporate intelligent analysis of the procedure of group work, and are used by students in additionally school-work and by the professors in their work with future understudy teachers

1.5 The teacher as learner

As preparation for understanding, it is basic to re conceptualize the parts of professor, Teacher, and understudy in the teaching-learning process. Students were sorted out in a pyramid, with each progressive level speaking to a "superior" learner. At the most elevated amounts of the pyramid were the "best" students, the individuals who came through school with the best stamps and could train the others the content they had learned. They subsequently were told by star fessors who kept learning after school keeping as a primary concern the ultimate objective to take in more than the graduates. Today, instead of a pyramid, the model all the more nearly takes after a circle.

Professors are not the "world class;" without a doubt, even with rapidly developing content, they regularly can't remain current.

Today's school attempts to build up a genuine situation and make conceivable an approach in which taking in does not go from educational experts and content

creators to professors, from professors to teachers, and from teachers to students. Or maybe it originates from all bearings, and the parts of understudy, Teacher and professor are compatible. In a productive ICT broaden all are co-students, and students may very well support teachers, demonstrating to them appropriate methodologies to use ICTs in their work.

2. CONTENT AND PEDAGOGY

In what manner would it be a good idea for us to model for understudy teachers best instructional practices with the goal that they may learn in the best way imaginable? Clearly, we require them to know how to assist students with learning speedier and feel better while using ICTs. We may start by outfitting these understudy teachers with coordinate understanding of ICT-helped learning while they accept the part of understudy.

Generally speaking, anything that teachers consider vital and need to train their students is viewed as content. As often as possible, when we say we require students to "grasp" content, we require students to obtain declarative information, i.e., "realizing that" something is the situation. In teaching declarative information one may use the customary Teacher focused approach of addressing or telling the students the data or ideas to be educated. The learning of declarative information may be enhanced by the utilization of ICT instructional exercise or penetrate and sharpen programs [teacher-controlled ICTs], a tiny bit at a time advancing in intricacy. At this stage ICTs are not educated to or learned by the understudies. There is no prerequisite for them the length of the guidance remains altogether Teacher controlled.

Procedural information, for example, learning procedural principles may in like manner be demonstrated using ICTs in an absolutely Teacher controlled setting. Detectably better outcomes, in any case, are accomplished when control is offered a little bit at a time to the understudy. For this circumstance ICTs push toward getting to be theme to be told and learned, if just to a constrained degree and in subordinate

3. ICT INTEGRATED LEARNING

Understudy teachers have their first contribution with ICTs while encountering the traditional address class approach. To demonstrate this time of our program, we will portray an address in an audit school literacy systems class.

We can't call the material substance yet in light of the fact that substance in the full sense will be characterized through joint endeavors of Teacher and understudy; it will appear over the long haul because of their correspondence and association. In this first stage, the Teacher talks and the understudy tunes in and ought to retain and grasp and appropriate-the material. By appropriate, we mean acclimatize, acquire and make it one's own scholarly proprietorship, interface it basically rationally to what is as of now known and absorbed, and so forth. Such assignment may not subsequently happen. It incorporates industrious work by both the Teacher and the understudy.

Work has three sub-classes:

- **Memorization.** The understudy is depended upon to retain the data the Teacher gives out.
- **Interpretive.** The understudy must pick whether these words and

phrases, which this bleak Teacher articulates, imply or recommend something in additional etymological reality; the understudy must attempt to interface and relate them to something unquestionably known.

- **Valuation or evaluation.** The understudy must dole out a motivator to this information on a rational level. If it is, for instance, a story with a couple for each tyke or parties (or even 'component'), then who are the "great people", what is the most ideal and basically demand of things, which side am I slanted to carry and with whom do I perceive?

Understanding and evaluation, clearly, can't happen except if understudies have dutifully completed the syntactic maintenance of the material to be scholarly. It isn't generally basic for understudies to realize when they simply hear a piece. Understudies may attempt to expand understanding by such procedures as situating themselves with the goal that they see the Teacher talking or sitting nearer to watch the Teacher's face and movements. The Time when the Teacher's address is joined by visuals of essential spotlights watched out for; it is moreover helpful to scrutinize watchfully the Teacher's words and phrases on the broad screen. The displayed words clarify that these are the most critical concentrations to be remembered. It's a given that created (composed) words are considerably less complex to retain than talked ones. In the occasion that understudies can as of now read, there is both an extra force to enhance locate examining and an ICT instrument to encourage it!

Table 1 Model Projects Activity, Selected on the Basis of Student Interest and Time Required/Available

PROJECTS	DESCRIPTION	MEANING AND CONTEXT
Here I am	Every student creates a personal information space – a personal site or a page on the Internet. Parts include: 'I have learned', 'My family', 'My lesson', 'My favorite musical piece', etc.	A site or a page is the means for telling a story about oneself and the results of one's activities, addressed to neighboring and far-flung correspondents.
Here we are	Class members create a collective information space, combining individual student pages within the framework of the group project	A feeling of belonging to a certain community and of participating in educational change; more clearly conceptualizing and articulating impressions; narrating learning events to the colleagues who are not participating in the course
Making acquaintances	Information in beginning projects 'Here I Am' and 'Here We Are' is fed into a database, and a notebook is created in electronic and hard copy form	Getting acquainted with peers
School of the future	The students describe and discuss usage of ICTs in the educational process, and the results achieved with them; propose and discuss potential and future usages	Designing the usage of ICTs within one's own school system. Conceptualizing the essence of changes in education and in world civilization.
My lesson	Each student in a micro-group prepares and gives a lesson using a slide show, distributive materials, or materials for individual work using different forms of ICTs. All proceedings are video	Making a lesson better (more efficient, interesting, visualized) by using acquired competencies.

	recorded.	
My memory	Alphanumeric fixation of messages, photography, video recording, and audio recording.	Saving information and impressions of the process of learning for further use.
I have learned/ We have learned	<p>Students recount the most exciting learning episode in their lives, when they acquired some valuable skill or habit.</p> <p>These episodes are discussed, grouped and analyzed. A matrix of skills and is jointly created.</p> <p>The matrix and results of the analysis are represented within the project 'Here we are'.</p>	Understanding what creates motivation for learning, Using the results in one's activity in designing school education.

4. CONCLUSION

It is clear that ICTs are seen as a need at national government strategy level. Inside the instruction region particularly, Uttar Pradesh has a well - formed arrangement structure for the schools and school regions, yet does not have a broad strategy that combines moved preparing, and concentrated professional instruction and getting ready.

The schools division stands out in the execution method, with set up hardware as National and Provincial Department of Education projects. There are also propelling models propelling school expert in the get to and use of ICTs in help of learning and instructing .. With the new Information and correspondence advances (ICT) .The Teaching Profession is progressing from an accentuation on teacher-focused, intelligent

learning environments. Planning and executing effective ICT-empowered teacher instruction program is the best approach to foremost extensive educational changes

The Present Education Provides resources to help Teachers, managers and policy makers better apply ICTS to teacher education programs. The Resources were produced by a National group of experts with broad involvement in the integration ICTS into teaching Preparation programs.

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