



Need of Information Technology knowledge and Skills in Present and Future Teachers

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Abstract

Nowadays all of us are concerned about quality teacher education. There have been reforms for total quality education. Programs, plans and policies have been devised to achieve the quality. Unfortunately we could not get expected result in this direction; one of the reasons could be the inadequate Information and Communication Technology skills among trained teachers of present and future in dynamic age of Computer and Information Technology. Since the advent of personal computer there has been wide development and deep penetration of Information technology in our society and, every aspect of social, cultural, and political lives such as communication, teaching, learning, networking, social networking, e-learning, m-learning, e-commerce, e-governance, and so on. For the manifestation of NCTE regulation 2015 this paper analyses and explore the necessity to include the subject of information technology in B.Ed. curriculum.

Keywords: concerned, information technology, communication

Introduction

Teachers play important role in national and social reconstruction and in transmission of wisdom, knowledge and experiences of one generation to another generation. The most important factor in the contemplated educational reconstruction is the teacher- his/her personal qualities, educational qualifications, personal training and the place that he/she occupies in the school as well in the community. The quality of an education system depends to a large measure on securing a fair number of well qualified and educated, well-equipped, contented and updated teachers. For creating effective teacher, we need an effective and rich teacher training program whose objective is to promote the professional growth of teacher through pre-service, in service and graduate programmes. The entire emphasis should be to design effective curriculum to produce well equipped, knowledgeable and trained teachers.

During last few decades there has been immense development in computer and network technologies to create, store, disseminate, transform, present, and share information and knowledge. This amalgamation of computers, software's, telecommunications and network technologies makes up an Information and Communication Technology. ICT has rapidly brought revolution in our *society and, every aspect of social, cultural, and political lives*. Teacher education systems has already implemented and adopted the e-learning and virtual learning technologies in their curriculums. Where teacher are

trained for using ICT in classrooms, content preparations and e-mail communications, but ICT offers wide array of opportunities and has potential that could well equip future teachers to create dynamic teaching and learning environments through multimedia, blogs, forums, wikis, websites, social networking and mobile applications.

Literature Review

Many current studies suggest that the high take up of social media applications as an addition to formal educational settings offers new opportunities for innovating and modernizing education institutions and for preparing learners for the 21st century ^[1, 2].

A primary reason to adopt social media in the classroom is because it is familiar to almost everybody and also because it doesn't cost and requires minimal training. One of the largest surveys of social media in higher education to date shows that universities can lever social media into the classroom and ensure its used more than it is now ^[3, 4].

Barger first used the term "weblog" in 1997 ^[5]; Merholz shortened the term to 'blog' in 1999 ^[6]. Stefanac defines a blog as an "easy to update website characterized by dated entries displayed in reverse chronological order" ^[7]. According to Scheidt, blogging became popular after the opening of two commercial services, Livejournal.com and blogger.com, in 1999 ^[8]. These platforms made it easier for Internet users to

create and maintain blogs. Blogs are commonly used to gather information related to a particular topic; as personal journals to record information on life events; as course management tools; as assessment tools and as communication and interaction tools.

It is necessary for teachers of young children to be knowledgeable about the range of appropriate technology applications. It is our responsibility as educators to help children understand how to use technology in safe and enriching ways. We need to expose children to developmentally appropriate, challenging, creative, and collaborative uses of technology such as those demonstrated in Rosie’s and Erin’s classrooms [9]. Children need to be taught how to use these stimulating and exciting tools in ways that promote learning and social interaction so that they will become confident and skilled users of technology as they progress in their schooling and throughout life.

Research Design

To justify the necessity and potential of advanced ICT skills for present and future teachers the present study explores available online e-resources and assesses knowledge of recently trained teachers and present staff of “Tanzil B.Ed College Aurangbad”. The assessment is manifested through survey and open ended questions.

Objectives

- To study teacher and student awareness of online information media sites
- To find out teachers& students using online media for teaching and learning

Result and Analysis

In this part teacher and students were asked to answer about their awareness regarding online free resources available for teaching and learning purpose.

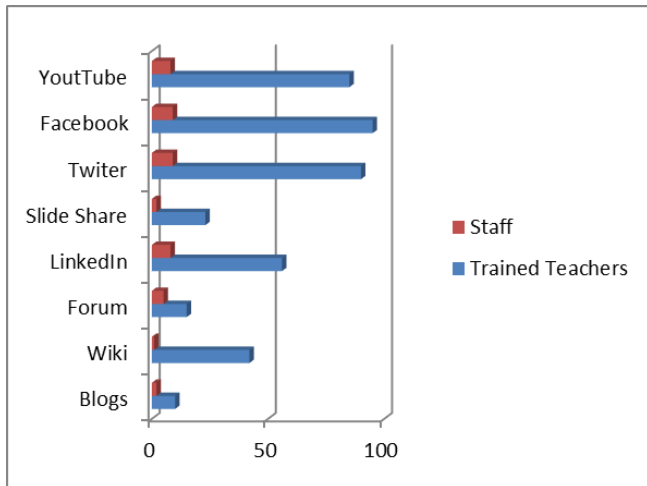


Fig 1: Teacher Student awareness of online available media sites

The results clearly depicts that less than 40% trained teachers (students of B.Ed) are aware of these ICT based online resources for that can augment teaching and learning process. Less tha 20% teachers are aware of this potential ICT.

In second part of survey both type respondents were enquired about their usage of the listed sites for teaching and learning purpose.

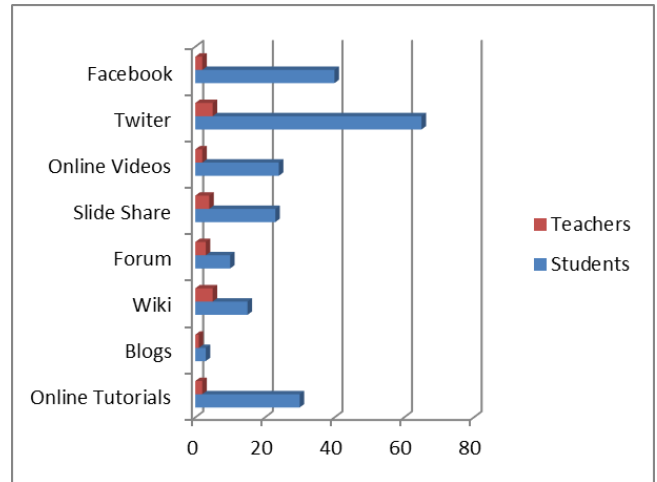


Fig 2: Student, Teacher use of Online Technologies for Teaching & Learning.

The results of fig 2 clearly state of situation where less than 25% of students and teachers make use of ICT sites for teaching and learning. Only 40% of students use facebook and twitter for teaching and learning.

Conclusion

The study explored the available potential of advanced ICT skills and available online resources that has become part of our society. And short survey describes the present situation of existing staff and recently trained teachers having inadequate knowledge of ICT and skills to make use of available in information technology infrastructure for the benefit of society Therefore the it can be clearly realized the need of having Information technology subject for B.Ed students to have quality teacher for our country.

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