

An International Peer Reviewed & Referred

**INTERNATIONAL JOURNAL
OF EDUCATIONAL RESEARCH STUDIES**



**PROFESSIONAL DEVELOPMENT OF TEACHER AND TEACHER EDUCATORS
THROUGH ICT FOR ENHANCING QUALITY**

Kaluram Nathu Bhise, Ph.D, *Assistant Professor, Tilak College Of Education, S.P. Campus,
Pune 30. (Maharashtra)*

Information and Communication technologies are diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. In general we are thinking about ICT and its tools for developing quality in higher education in the area of Teacher Education. ICT is emerging as major tool for learning and teaching. With the help of this we can try to enhance the quality of education. ICT is also a major tool for developing quality. From one of the survey is clear that the average rate of retention is high when learner through listening and even more by seeing. The learning Pyramid is indicates that how ICT is useful in teaching and learning. Learning Pyramid People retain only 20% of what they see and 30% of what they hear. But they remember 50% of what they see and hear and as much as 80% of what they see, hear and do simultaneously (Nagmoti, 2011). "The professional development of teachers is a broad area which includes any activity or process intent on improving dexterity, attitudes, understanding or involvement in current or future roles" (Fullan, 1990). It is essential that the teacher educators to learn new roles and ways of teaching that translate into a long-term developmental process requiring teachers to focus on changing their own practice. They need to explore the vital concern of how to carve out time, opportunity and other resources and need to realize the vision of education reform through involves not just technologies, curriculum, pedagogy, institutional readiness but teacher's gender and competences. The teacher's competitiveness includes:-

- 1) Skills with particular applications
- 2) Integration into existing curricula

3) Curricular changes related to the use of IT and instructional design.

4) Changes in teacher role

5) Supporting educational theories.

Ideally, these should be address in teachers training. ICT's are swiftly evolving technologies, however and so ICT fluent teachers need continuously upgrade their skills and keep alongside each other of the latest developments and best practices. Unfortunately most teacher professional development in ICT's gives more concentration on teaching the tools not on using the tools to teach. Barrier to ICT adoption can be alleviated only if teachers have a keen understanding and appreciation of their changing role. Professional development rewards with personal and professional growth grater job security carrier advancement. ICT reformed education in the recent years. Therefore it is essential that the teachers to learn new roles and ways of teaching using ICT their professional development. Mother teacher educators household and family characteristics do play a vital role in their professional life, they bear heavy work burden as compared man.

The knowledge of revaluation and role of the teacher: The pace of technological revolution and emerge society can change the traditional role of the teacher and students. Traditionally, the teacher used to be the source of knowledge for the students. There is some cooperation among students to explore new knowledge. In many cases, the teachers do not posses adequate knowledge to supplement the view of the student. The development of ICT changes the epic centre of knowledge.

ICT a solution for the improvement of the expertise of teacher: ICT enabled distance education is poised to rule the world. This would not only strengthen the elementary education needs of the country but would also increase the dependence of education on ICT. Technological development always warrants transition to newer technologies by jeopardizing the cost effectiveness of the distance education programme.

ICT's and Teacher Education: There is variety of approaches to professional of teachers in the context of use of ICT's in education. Professional development to incorporate ICT's into teaching and learning is an ongoing process and should not be thought of as one Injection of training. Teachers need to update their knowledge and skills as the school curriculum and technologies change.

Teacher Education in ICT: The most obvious technique for professional development for teachers is to provide courses in basic ICT's knowledge and skills. It is necessary for teachers to become skilled in operating the new technologies and in exploiting them effectively as educational tools. Teachers must master use of information- skills of research, critical analysis, linking diverse types and source of information, reformulating retrieved data – if they are to teach their pupils to develop these same skills. Their needs to be more emphasis placed on training in pedagogy, as opposed to the current trend in many education system where the major focus is on knowledge in specific curricular subjects.

Teacher Education through ICT's: ICT's can support effective professional development of teachers. Using ICT as tools for training of teachers is an important as introducing the basics of ICT's to the prospective teachers. As sources of information and expertise as well as tools for distance communication. ICT's can offer many new possibilities for teacher education. Teachers may through the regular use of these technologies. Use of new media, new rules of communication-even a new language- have to be related.

References

Fullan,M.(1990), *Change Forces: Probing the Depths of Educational Reform*, London: Falmer Press.

Nagmoti,Pankaj(2009), *Instructional System*,Nashik: Grishma Publication.