A STUDY ON TEACHER PROFESSIONAL DEVELOPMENT THROUGH ICT IN EDUCATION SYSTEM IN UTTAR PRADESH

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Abstract

In all the differing features of the ICTs for education precious stone, Uttar Pradesh boasts over a period of assembled inclusion from its broad assortment of endeavors and ventures led by vital champions over the stakeholder range of groups, the private part, thoughtful society, giver, development, and government offices. An assortment of tried models on ICT get to, advanced substance development, Teacher preparing and proficient development, ideal use, associations, and asset preparation have empowered critical learning among pioneers, specialists, and policymakers. The size of each one of these interventions to date has provoked no under 22% PC invasion in each state financed school. Too, all tertiary foundations have some type of ICT get to, ICT look into as well as ICT showing programs, albeit restricted steps have been made in the casual, ABET, and TVET parts. While Uttar Pradesh has a strategy on e-education just for the schools and Further Education and Training (FET) school divisions, in this excessively lay enlivened open deliberation on the ideal approaches to actualize the arrangement.

Over the coming time allotment, with Uttar Pradesh going about as host for the 2010 World Cup and the state government setting out on revived money related development techniques, the race is on to move to broadband and progress ICT get to. Uttar Pradesh education associations when all is said in done, and the schools and FET school fragments particularly, are set to grow on a very basic level in ICT get to, teacher planning, and effective development and utilization.

Keywords - Education, technologies, Teachers

1. INTRODUCTION

Educational systems in the Uttar Pradesh are under expanding weight to utilize the new information and communication technologies (ICTs) to show students 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 bridle the force of the new data 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 computerized content must be accessible for teachers and students.

- Teachers must have the information and abilities to utilize the new advanced devices and resources to help all students accomplish high academic standards.

Teacher education organizations are confronted with the challenge of setting up another era of teachers to viably utilize the new learning a device in their teaching rehearses. For some Teacher education programs, this overwhelming errand requires the obtaining of new resources, expertise and watchful arranging [1].

In moving toward this task it is helpful to understand

- The effect of innovation on global society and the suggestions for education

- The broad information that has been produced about how individuals realize and what this implies for making more successful and drawing in student-centered 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, long lasting learning and the change procedure in planning for the reconciliation of innovation into Teacher education.

- The ICT competencies required of teachers identified with substance, pedagogy, specialized issues, social issues, compose effort, and systems administration

- The importance of making gauges to guide utilization of ICTs in Teacher education

- The essential conditions for compelling blend 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.

2. THE PRINCIPLES OF TEACHER DEVELOPMENT USING ICTS

The integration of ICTs into the general concept of teaching and learning may be named the "information" of education. Information addresses the necessary fragment, condition, and impulse for the modernization of education, which will permit the move from the regenerative model of teaching and learning to an independent model that advances start and imagination with information. This new model of education strengthens the part of independent research. Students are relied upon to gather, select, investigate, compose, and show information. Teachers are relied 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 govern for the individual development of a Teacher is progressive, amplify based learning. Teaching must be done as such as to unequivocally mirror the general principles of education, for instance, the execution of an information program [2].

3. A MODEL OF AN INFORMATION PROGRAMME

It is not really savvy to present here various contextual analyses, even profoundly effective, from a specific state to show what we mean by informationthere is dependably the hazard that chose cases would be excessively parochial. Or maybe, we require models that are very particular on one hand and really widespread on the other. A number of classes and workshops, directed by this group of specialists in ICT-supported Teacher education and rehearsing teachers in UP, have been worked around such models. These present occasions are recorded, translated, commented on, and scientifically deciphered. Despite the fact that 60 minutes in length video shot in a genuine classroom might be both amazing and improving in making the group of onlooker’s familiar with nearby shading and the educational specifics of a specific schooling rehearse, it may not give them broadly material standards. It in this way may be more valuable to endeavor to pick the most basic components from the social event of amassed purposes of enthusiasm concentrating on structural examples.

The coordinators of this venture imagine the workshops or instructional courses on the premise of what is really known and drilled today, having fabricated a dynamic framework for teaching and learning exercises with appropriate performing artists, devices, materials, operations, and strategies. Thusly it is conceivable to depict and demonstrate distinctively the basic components, associations, forms, and mechanisms of ICT-based Teacher education without being compelled by the peculiarities of neighborhood settings. The subsequent situations are in this way not narrative recordings of genuine occasions, yet rather vivified drawing of what is fitting to consider as a beginning stage toward further development. Every situation incorporates a regularly acknowledged adage or non-specific articulation; a translation, explanatory portrayal, and visual establishment; and suggestions. Giving particular between predations of a general thought is an intense, straightforward, and effectively comprehended strategy for clarification that helps the crowd to end up plainly mindful of what they may accomplish all alone. The situations are accumulated from the specialists' genuine encounter of over fifteen years instructing a large number of teachers in the former republics of the Soviet Union, in Central Europe and Latin America. In the account that takes after, the procedure of Teacher readiness, including the utilization of narrative recordings, as a promising model for Teacher education, is depicted [3].
4. DIVERSE FORMS OF PROFESSIONAL DEVELOPMENT

A key component of our procedure is to give the future teacher differing types of expert development. One vital type of expert development comprises of visits to educational foundations that have shifted encounter utilizing data technologies in teaching and learning. These visits may give an extent of communication openings, from after-school trades and student ways to synergistic work or coordinated effort with the whole educational ICT com-munity. Extend Seminars additionally give various viable teaching abilities, alongside the hypothetical information on which they are based, in a setting in which the requirement 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 thoughts set forward by the professor are checked on and scrutinized by students, and adequate time is given to giving solutions to students’ inquiries. Every process is recorded in detail. Along these lines, these lectures likewise turn out to be a piece of the venture work. The outcomes and out-happens to the venture based exercises of each learning group incorporate reflective analysis of the procedure of group work, and are utilized by students in further school-work and by the professors in their work with future student teachers.

The teacher as learner

As preparation for understanding, it is basic to reconceptualize the parts of professor, Teacher, and student in the teaching-learning process. Students were sorted out in a pyramid, with each progressive level representing a "superior" learner. At the highest levels of the pyramid were the "best" students, the individuals who came through school with the best stamps and could instruct the others the content they had learned. They thusly were instructed by star who continued learning after school keeping in mind the end goal to take in more than the graduates. Today, as opposed to a pyramid, the model all the more nearly takes after a circle [4].

Professors are not the "elite;" indeed, even with quickly evolving content, they regularly can't remain current. Today’s school tries to develop a true situation and make possible an approach in which taking in does not go from educational experts and content designers to professors, from professors to teachers, and from teachers to students. Or maybe it comes from all bearings, and the parts of student, Teacher and professor are compatible. In a fruitful ICT extend all are co-students, and students might just bolster teachers, demonstrating to them proper methodologies to utilize ICTs in their work.

5. CONTENT & PEDAGOGY

How should we model for student teachers best instructional practices with the goal that they may learn in the most ideal way imaginable? Clearly, we need them to know how to help pupils to learn speedier and feel better when utilizing ICTs. We may start by furnishing these student teachers with direct understanding of ICT-helped learning while they accept the part of student.

As a rule, anything that teachers consider vital and need to instruct their pupils is considered
content. Frequently, when we say we need students to "comprehend" content, we need students to procure declarative information, i.e., "realizing that" something is the situation. In teaching declarative information one may utilize the customary Teacher centered approach of addressing or telling the students the data or concepts to be educated. The learning of declarative information might be improved by the utilization of ICT instructional exercise or penetrate and hone programs [teacher-controlled ICTs], bit by bit progressing in complexity. At this stage ICTs are not instructed to or learned by the pupils. There is no requirement for them the length of the instruction remains altogether Teacher controlled.

Procedural information, for example, learning procedural principles may likewise be shown utilizing ICTs in an absolutely Teacher controlled context. Perceptibly better results, however, are accomplished when control is offered bit by bit to the student. For this circumstance ICTs move toward becoming theme to be told and learned, if just to a limited extent and in subordinate

6. ICT INTEGRATED LEARNING

Student teachers have their first involvement with ICTs while experiencing the traditional address class approach. To demonstrate this period of our program, we will portray an address in a review 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 student; it will seem in the long run as a result of their correspondence and association. In this first stage, the Teacher talks and the student tunes in and should retain and comprehend and appropriate-the material. By appropriate, we mean acclimatize, procure, make it one's own scholarly ownership, interface it pretty much coherently to what is as of now known and absorbed, and so forth. Such assignment may not consequently happen. It includes diligent work by both the Teacher and the student.

Work has three sub-classes:

- **Memorization**: The student is relied upon to retain the data the Teacher gives out.

- **Interpreted**: The student must choose whether these words and phrases, which this bleak Teacher articulates, signify or suggest something in additional etymological reality; the student must attempt to interface and relate them to something definitely known.

- **Valuation or evaluation**: The student must dole out an incentive to this information on a down to earth level. In the event that it is, for instance, a story with a few for every children or parties (or even 'element'), then who are the "great folks", what is the best possible and simply request of things, which side am I slanted to bring and with whom do I recognize?

Understanding and evaluation, obviously, can't happen unless students have obediently finished the syntactic retention of the material to be scholarly. It is not generally simple for
students to realize when they just hear a piece. Students 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 motions. The Time when the Teacher’s address is joined by visuals of essential focuses kept an eye on; it is moreover useful to peruse discreetly the Teacher’s words and phrases on the extensive screen.

7. CONCLUSION

It is evident that ICTs are viewed as a need at national government strategy level. Inside the instruction region specifically, Uttar Pradesh has a well-composed plan structure for the schools and school areas, yet does not have an extensive strategy that consolidates propelled training, and specialized professional instruction and preparing.

The schools division leads the pack in the execution procedure, with set up hardware as National and Provincial Department of Education projects. There are additionally advancing models advancing school authority in the get to and utilization of ICTs in support of learning and educating. With the new Information and correspondence technologies (ICT). The Teaching Profession is advancing from an emphasis on teacher-centered, interactive learning environments. Designing and implementing successful ICT-empowered teacher instruction program is the way to principal far reaching educational reforms.

The Present Education Provides resources to help teachers, administrators and policy makers better apply ICTS to teacher education programmes. The Resources were developed by a National group of experts with extensive experience in the integration ICTS into teaching Preparation programmes.

REFERENCES