

NEED OF COMPUTER EDUCATION IN TRAINING OF PROSPECTIVE SECONDARY TEACHERS

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Abstract

Education sector is not different in any aspect. It is no longer possible to conceive of teacher education without ICTs. We are discussing on this issue since nineties, but nothing worthy is visualized on the ground of reality. The important task for teacher educators is to train the future teachers in ICTs. To train them in these technologies there is an important task on the part of educational planners and policy implementers. Teacher educators are enjoying these practices quite comfortably. We have to adopt and use all the emerging technological innovations. At last to the ICTs in teacher training.

Keywords: Computer Education.

Introduction

The world is changing so rapidly due to technological advances. Every sector is felling energized due to inclusion of technological for the betterment. Education sector is not different in any aspect. Inflect education is the mean through which technologies becomes friendly to the human beings. To bridge the technological changes and human being there is a person known as teacher. The teacher in the 21st century will have to deal with a world qualitatively different from that of the 20th century in respect of pedagogical and technological advancements.

Today a class room is different place from what is used to be. The black board and chalk is being supported by computers, television, internet etc. The teachers of future are to be trained in these technologies. It is no longer possible to conceive of teacher education without ICTs. It is imperative for the teacher education institutions to wake up and reorganize their curriculum to accommodate the changing face of knowledge. The infusion of ICTs into teacher education programme will help the future teachers cope up with the paradigm shift in learning. Integration of ICTs in teacher training is the essential requirement of the day. We are discussing on this issue since nineties, but nothing worthy is visualized on the ground of reality. It is the high time to introduce ICT based applications and methodologies during the pre service teacher training programme, but before that let we understand the real situation. During a survey conducted in Teacher Training Institutions, researchers found the adverse situation towards ICT facilities.

Review of Literature

Evelyn Kigali Kahiigi, (2010) web utilization execution is a locale current that keeps on advancing with time and any examination. Analysts inside the field contend that web utilization keeps on being in its earliest stages,

resulting into differed execution strategies over an extensive web use range. This examination investigates the web utilization condition of craftsmanship. It gives a general synopsis of the preparation technique, assesses some present usage patterns remarking an assortment of systems and strategies used in the previous decade. It any appearance at the progressions made by the appropriation of web utilization at interims the upper training technique. This is frequently trailed by relate distinguishing proof of rising issues from those 2 issues square measure recognized; 1) the limited take-up of innovation as partner guideline conveyance strategy; and 2) the insufficient utilization of innovation to help learning. In reference to this, future examination should so acquire to any research these perspectives and to investigate proper methodologies for powerful execution of web use to help learning. Not the littlest sum in instructional method settings.

Noorulhasan Naveed Quadr, (2016) Advancement of computerized innovation is affecting the bound improvement of grouped exercises in our regular day to day existence. Web use framework has conjointly picked up a focused edge over the overall antiquated approach. The common instructional method is being supplanted by the web use educating framework. Web use instructing learning approach gives a considerable measure of adaptability and licenses opportunity from time, put, physical nearness, chaotic, and harrowing educating learning and so forth, so assumes a vital part in training framework. Be that as it may, there square measure a few hindrances in web utilization strategy for in educating learning. Concentrate on such obstructions can encourage to beat the troubles to the achievement of web use. Blessing examination think about makes an endeavor to check the fluctuated boundaries that square measure impactful the in execution of web use in Saudi Universities. This

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examination surveys various obstructions from writings and known most huge web use boundaries that square measure depicted and arranged in four measurements like Student, Instructor, Infrastructure and Technology, and Institutional Management. Sixteen hindrances falling underneath these significant measurements were legitimate their significance quantitatively through college Students, Instructors, and web use staffs of some well perceive colleges in Asian nation. A review instrument was created and tried on an example of 257 respondents of Saudi Universities. it had been discovered that Infrastructure and Technology Dimension is that the most key as apparent by respondents. Consequences of the examination conjointly uncover that, all hindrance factors square measure greatly solid, so should be taken deal with in execution of web utilization frameworks.

Nirma Samarawickrema (2016) This study reviews the scholar expertise of web usage in pedagogy so as to spot areas ought to have future investigation. This review highlights some common themes within the student's web usage expertise and recommends implications for apply arising from these, notably the emotionalism of the scholar expertise and a priority concerning time and time management. Web usage developments supported changes to ancient pedagogy evoke the foremost inconsistencies in student perceptions and its here that individual variations emerge as doable success factors. The review concludes that future analysis ought to investigate however students understanding of the teaching and learning method impacts on their study methods and perceptions of on-line learning.

The Reality

Before going through theoretical suggestions it is seemed necessary to understand the present situation in teacher education institutions.

A survey conducted by the researcher in teacher education institutions affiliated to M.J.P. Rohilkhand University, Bareilly related to availability and access of ICTs in these institutions in session 2006-07 and 2007-08, brought forward the real scenario of ICT in teacher education institutions.

Objectives of Study

The objectives of the study were to analyze

- The present conditions of ICT facilities in teacher education institutions,
- ICT enable ness among the faculty of these institutions,
- Their will to introduce the ICTs in teacher education,
- Institutions' friendliness towards ICTs inclusion in teaching learning process.

Methodology

For this study the researcher used a questionnaire named "ICTs Assessment Questionnaire" developed by Kumar and Singh (2005). This questionnaire was distributed among the faculty members of 32 teacher education institutions of M.J.P. Rohilkhand University and filled questionnaires were analyzed.

Findings

The major findings of the study were -

1. Out of 32 institutions, only 07 have basic ICT infrastructure i.e. Computer laboratory.
2. Out of 10 government aided institutions, only two has computer lab due to P.G. Department but they are not in good working condition.
3. Among 22 self-financing institutions only nine have ICT lab.
4. Most of the faculty members are not willing to use ICTs because they are not trained in ICTs and also not willing to get trained.
5. Among 117 teacher educators, only 34 are skilled in ICTs.
6. Only 18 teachers are using ICTs in their regular teaching learning process.
7. All the teachers using ICTs are working in self-financing teacher education institutions.
8. About 63% teachers have never operated the instruments like LCD, EPIDIOSCOPE and SLIDE PROJECTOR etc.
9. Most of the teachers are not skilled in MS WORD, EXCELL, POWER POINT and INTERNET.

These findings are showing us the realities of ICTs in teacher education. A very interesting observation is that against the new U.G.C. curriculum, computer education has no place in the new curriculum of the University. This raise a question in our minds that Where are we going by not introducing these changes?

Challenges

The teacher educators are not getting trained properly. We can not introduce the ICTs in teacher education without full interest and involvement of teacher educators. There are few misconceptions in the teacher education community for using these technologies:

1. The ICTs can be used in only technological subjects.
2. Through teaching the ICTs the syllabus can not be covered
3. It is not easy to teach through ICTs for the senior teachers
4. Developing ICT laboratory is a difficult task

But in our opinion all these are the part of our defense mechanism. In the institutions, where these practices are going on effectively, there is no such

problem. Teacher educators are enjoying these practices quite comfortably. We have to change our mindset. We have to come forward to mitigate with the changing world. Otherwise this noble profession will lack behind several miles from other discipline. We have to adopt and use all the emerging technological innovations.

A teacher educator can teach all the subjects in the syllabus of teacher trainees. This is not a hypothetical statement, in many institutions everything is in practice.

The important task for teacher educators is to train the future teachers in ICTs. To train them in these technologies there is an important task on the part of educational planners and policy implementers. There is no compulsory or optional paper in the syllabus of teacher training curriculum. There should be a computer laboratory/ ICT laboratory in every teacher education institution but there is no provision of any activity related to these laboratories in the curriculum of many universities. In some universities it is as teaching subject but is of no use for a large number of trainee teachers.

If the planners of teacher education thought that their duty is only to suggest it in curriculum frameworks, than I am sorry to say that might be they are wrong. They cannot ignore their responsibility on implementation part. There should be some concrete on the grounds of reality.

CFTE-2003, 2006 both are clearly indicating the importance of ICTs in teacher education but we are very fast in planning and more slow in implementation.

The teachers of future should be trained in all these innovative practices and there should be clear cut provision for ICTs in the curriculum of teacher education. The institutions should be equipped with

the ICT facilities. There should be at least on of the faculty members trained in the ICTs. It should be compulsory to attend at least one ICT training programme for every teacher educator before further promotion or increment as possible and feasible.

At last we want to conclude with the comment that there is an urgent need to think on the issues related to the implementation of ICTs in teacher training institutions. Our duty is not completed by organizing discussions and seminars; it should be a beginning in the direction of ICTs equipped teacher education. In our opinion, we can not encounter with the future world without the ICTs and if we remain still in a process of thinking, the time will move forward and leave us backward again.

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