

**Impact
Factor
3.025**

ISSN 2349-638x

Refereed And Indexed Journal

**AAYUSHI
INTERNATIONAL
INTERDISCIPLINARY
RESEARCH JOURNAL
(AIIRJ)**

UGC Approved Monthly Journal

VOL-IV

ISSUE-XII

Dec.

2017

Address

• Vikram Nagar, Boudhi Chouk, Latur.
• Tq. Latur, Dis. Latur 413512 (MS.)
• (+91) 9922455749, (+91) 8999250451

Email

• aiirjpramod@gmail.com
• aayushijournal@gmail.com

Website

• www.aiirjournal.com

CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE

Transference of Knowledge through ICT, Models, Trends for Teachers

Dr. Surendra Chandrakant Herkal

MIT Saint Dnyaneshwar B.Ed. College,
Alandi (D), Pune –(Maharashtra)
(SPPU, Pune)

Objective:

- **To be effective and successful teacher professional development should be of high quality and relevant to teachers needs.**

As Ravindranath Tagore Said, “ *A lamp can never light another lamp unless it continues to burn its own flame, a teacher can never truly teach unless he is still learning himself.*”

Indian society is a developing society, in all developing society education is considered as tool for change and social mobility. It is also said that “*a society is the product of good school system.*” So to run this system there is a need of producing excellent teachers. If India want her progress, there must be creation of better teacher training centre/colleges. The total population of India is almost 137 million, where only 350 universities are for education, so less efforts are taken in the field of research. Many education commission had formed to give proper shape to Indian education system. Still India education system is sustained from longer time. There is need to be a part of Global Education.

At present scenario the nature of teacher training has been changed, inclusion of ICT and Modern technology paved the challenging techniques in teaching field. Although traditional teaching is still the dominant form of practice the world. Teacher has to keep in mind that, “*Teacher should be conscious every day that they are coming to school to learn and not just to teach.*” (Paolo freire). We can differentiate teachers at three level in first group, Teacher have a strongly marked talent for teaching, they not only want to be a teacher but also an expert at their job in order actively to influence the school children’s world outlook, their will & character. They possess a high sense of responsibility and are prepared morally and psychologically for pedagogical work. In second group, teacher have to learn to after they take up employment , skills which those in the first group have mastered during training. They became efficient specialists after 6/7 years. In third group, Who never achieve any high level in the development of their teaching abilities in spite of the fact that they are assisted and instructed such teachers don’t think seriously and deeply about their work. So to minimize this attitude or valley between these groups, there is need of modern attitude towards education. Competence and professional skills are the very heart of the program me of teacher education. The most important task of education for the future is to improve the intellectual and technical competence among the teachers.

One of the great challenge of 21st century education is that we are now not only expecting teachers to succeed with very diverse learners, many of whom currently fail or drop out of school. Teachers need a deep and flexible understanding of subject matter and how to represents ideas so that they are accessible to others, they need to develop pedagogical content knowledge, as well as to bring out a sophisticated and cultured generation.

As far as teachers professional development is concern, we strongly believe in ICT only, where ICT based education requires adequate training in three areas.

- I) Information technology literacy.
- II) Child centric interactive teaching.
- III) Integration of ICT-based instruction in child centric interactive teaching. apart from these teachers should include three critical area of knowledge.
 - A) Content knowledge (deep understanding of their discipline.)
 - B) Pedagogical knowledge (Instructional strategies.)
 - C) Knowledge about the uniqueness of young adolescent learners.

It is believed that highly effective teachers help student learn more. Teachers who are well prepared and trained are more effective in the classroom and therefore have r the greatest impact on student learning. So to professional development of a teacher there must be inclusion of content knowledge and pedagogical knowledge.

- Best on the best available research evidence.
- Ongoing and continuous Education.
- Embedded in day to day responsibilities.
- Opportunities for discussion, reflection and follow-up.
- Attending classes or workshops
- Attending conferences
- Visiting another school
- Regular collaboration with other teachers (e.g., study groups, interdisciplinary teams)
- Joint lesson planning
- Peer coaching
- Collaboratively reviewing student work.

Most current per-service programmes focus on the transmission of declarative knowledge about teaching. Most of the trainers have specialized knowledge they deem to be important and wish to transmit to their students but without taking into account students notions about teaching. So one of the main objective of teacher training is to determine the balance between theoretical and practical knowledge and skills and methodology etc. there must be associations between students achievement and teachers academic skills.

Teacher can be developed by himself if he welcomes the challenge of technology literacy in which

- 1) Hardware
- 2) Connectivity
- 3) Digital content
- 4) Professional development are part and parcel of it.

Because the real strength of technology in education comes from using the right technology at the right time to meet the right objective. Which converts traditional learning environments into new learning environments means teacher centered instruction into student centered learning; Single sense stimulation into multisensory stimulation; single path progression into collaborative work; information delivery into information exchange; passive learning into active/exploratory/inquiry based learning; factual knowledge based into critical thinking and informed decision making; reactive response into proactive/ planned action; Isolated, artificial context into authentic read word context. So for the professional development of teacher or teacher educators ICT or technology should not be neglected.

“The right kind of teacher is one who possess a vivid awareness of his mission; he not only loves his subject, but he loves also those whom he teaches, his success will be measured not in terms o percentage of passes alone, not even by the quantity of original contribution to knowledge – important as they are but equally through the quality of life and character of men and woman he taught.” So as a teacher with specific mission he has to gone through;

- | | | |
|---------------------------|---------------------------|--------------------------|
| 1) Orientation courses | 2) Summer courses | 3) Sandwich courses |
| 4) Correspondence courses | 5) Refresher courses | 6) Evening courses |
| 7) Intensive courses | 8) Workshops | 9) Seminars |
| 10) Education conferences | 11) Extension centers | 12) Exchange of experts |
| 13) Short term courses | 14) Bureau of publication | 15) Professional writing |
| 16) Indirect training | 17) Experimenting | 18) Science clubs etc. |

above all programmes help the professional development of teacher.

“Teacher is an imaginative mother and Poet combined.” Quality improvement in education depends on quality of teacher education because teacher has a crucial role in the development of country. So teacher or teacher educator must be aware about current trends and new trends for professional development, these trends are,

- 1) Inter disciplinary Approach (Problem of isolation with other disciplines)
- 2) Internship in teaching
- 3) Community living
- 4) Orientation courses
- 5) Correspondence course
- 6) the clinical experience teacher behavior.
- 7) Mechanism of feedback devices for the modification of teacher behavior
 - a) Simulated social skill teaching
 - b) micro teaching
 - c) Programmed Instruction
 - d) Training of Flanders Interaction Analysis
 - e) T group training.
- 8) Team Teaching
- 9) Supervised study or Directed study
- 10) Action Research
- 11) The Laboratory phase for student teachers.
- 12) Supplemented teaching force
- 13) Bloom’s evaluation approach and objective based lesson plans.
- 14) Sensitivity training.

In new trends we can focus on online offline learning, e-learning, Satellite conference, Video conference, Virtual classroom, simulated learning, Reflective teaching, System approach etc..

For the professional Development of teacher and teacher educators they must aware about various models and frequent users of these models which are as follows.

- 1) Observation/ Assessment Model
- 2) Open lesson Model
- 3) Lesson study Model
- 4) Study group Model
- 5) Action research Model

- 6) Case study Model
- 7) Mentoring Model
- 8) Professional Development
- 9) Dual Audience Direct instruction Model
- 10) The florida State university Model(Sowards 1968)
- 11) The Georgia model of teaching(Johnson, Stauffer 1968)
- 12) The Toledo Model
- 13) The Pittsburgh Model(Southworth 1968)
- 14) The Michigan state Model(Houston 1968)
- 15) Teachers for the real world Model(Smith 1969)

This article will be useful for teachers and teacher-Educators to get acquainted with various trends, technology based learning and Models to transmit all type of knowledge among students and learners of various levels.

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