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ICT and Paradigm Shift in Teacher Education

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Abstract

In the present tryout, investigators have tried to identify the role of ICT and paradigm shift in teacher education, as ICT playing a vital role in teaching-learning process. The role of teacher-educators, classrooms, methods and techniques of teaching has been changed through ICT based instructions. The traditional educational system was for acquiring knowledge rather than employment, but in the present scenario of teacher education ICT shifted the role of teachers, Classrooms and learning environments into modern laboratory of learning, where learners and purposive learning is important, this makes a powerful impact on the whole educational system of the nation. This paper shows the standpoints of ICT in teacher education to provide the professional excellence and paradigm shifting in the present teacher training program.

Keywords: ICT, Pedagogy, Paradigm, Transitioning, Technologies, etc.

“We have given India the moon,” declaration of a jubilant G Madhavan Nair, Chairman, ISRO, after the successful landing of the 35-kg Moon Impact Probe (MIP), with the Indian tricolour on its sides, the symbolic significance of the MIP’s landing is humongous as it demonstrated to the world India’s scientific prowess and enabled it to join the elite club of scientifically advanced countries, like US, Russia, Japan and the Europe. This achievement has proved to the world that India now not only has outer space capabilities but also the capacity. It is possible only because of the explosion in the field of science and technology in Indian education. This paradigm coming from ICT based education as NCF-2010, (National Curriculum Framework for Teachers-2010. By NCTE.), emphasizes on teacher education to build the professional, competent and humane teachers, who promote ICT in Indian educational scenario, especially in school education.

“With the onset and proliferation of Information and Communication Technology (ICT), there is a growing demand that it be included in school Education. It has become more of a fashion statement to have computers or multimedia in schools, the result being that in spite of its potential to make learning liberating; its implementation is often not more than cosmetic. It is also often touted as a panacea for shortage of teachers. These are detrimental to the learning of the child. Teacher education needs to orient and sensitize the teacher to distinguish between critically useful, developmentally appropriate and the detrimental use of ICT. In a way, ICT can be imaginatively drawn upon for professional development and academic support of the pre-service and in-service teachers.” NCF-210 for Teacher Education.

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