



## 'Critical Understanding of ICT' as an Enhancing Professional Capabilities Course - A Case-Study of Amity B.Ed. College, Bharuch

### ABSTRACT:

*Now a day professions of teaching face rapidly changing demands, which require a set of new competences. In direction to meet this fast, rapidly and quickly changing demand National Council of Teacher Education (NCTE) has made essential and fundamental changes in the duration and subject matters of the study of bachelor of education (B.Ed.) programme all over the Nation - India. Two years programme has ample time and the subject under studies has greater scope of integration with various courses to equip the student teachers with the competencies needed for the teaching qualified person. The foremost change which has come sideways to the time factor is the outline the overview of Enhancing Professional Capabilities Courses (EPC). This EPC course is recommended by NCTE as (1) Reading and Reflecting on Texts, (2) Drama and Art in Education, (3) Critical Understanding of ICT, (4) Understanding the Self. This course is being introduced in all the B.Ed. Colleges of the country but the really in various institutions is different in terms of its implementation. Even teacher educators themselves are struggling and stressed to do justice to this EPC Courses. Their own Professional Capabilities are also challenged or tested in doing so.*

*Amity B.Ed. College, Bharuch, Affiliated to The Veer Narmad South Gujarat University, Surat has introduced the course and has successfully implemented the course 'Critical Understanding of ICT' at B.Ed. level. The author of the paper being one of the teacher educators dealing with the course wants to focus on the integration of this course, its effect on student teachers, implications during the school internship programme. Does this course really improve the capacities of the teachers? Does it really transect or divide the required skills or need some modification? Whether we need a isolated pedagogy for ICT in Education? An attempt is being made to answer these questions in this paper on the bases of field based research experiences.*

**Key Words:** (1) Critical Understanding of Information Communication Technology,  
(2) Enhancing Professional Capabilities

### INTRODUCTION:

Time is not sufficient; most of the teacher educators felt that comprehensive Experiences to the trainee cannot be given in the one year duration of teacher training course and was very difficult to inculcate the skills and aptitude. It was also opined there was a mismatch between the training student teachers get in the colleges with the real teaching Experience they had in the regular classrooms. On encouraging to the above statements the Respectable Justice Verma committee proposed to have two years B.Ed. course and National council of Teacher Education (NCTE) has suggested having the mixture of technology (ICT) with all the subjects and Experiences of teachers' training.

## TEACHER PROFESSIONAL DEVELOPMENT – CONCEPT:

As teachers we all know that learning about educational practice in general and teaching in specific is an on-going activity. The field of educational practice is ever emerging and hence there is always something new to learn. Most of us start learning about our profession through a formal teacher preparation program. Since, any such preparation is incomplete without practicing the profession, the learning continues even after starting the practice of teaching. In this sense the teacher professional development is defined by Hooker M. (2009) as ‘a systematized, initial and continuous, coherent and modular process of professional development of educators in accordance with professional competency standards and frameworks’. Teacher professional development would also include training in the edition to the evolution of change of the profession of teachers and managers of the education systems.

## ICT IN TEACHER PROFESSIONAL DEVELOPMENT:

Researchers have identified many uses of ICT in relation to Teacher Professional Development that can be grouped in three categories:

- **A focus of study** that develops teachers’ abilities to use specific ICT tools, such as online platforms
- **A delivery system** providing teachers with information to increase pedagogy and mastery over the content.
- **A catalyst for new forms of teaching and learning**, such as inquiry-based learning, cooperative learning, and learner-centred pedagogy.

In addition, professional development in the perspectives of ICT can be found sited three broad titles, namely

- Learning How to use ICT
- Learning through ICT
- Integration of ICT in teaching and teacher learning

## WHY DO WE NEED ICT?

The face of classroom is changing. The teachers should prepare to keep up with technology utility in the classroom. ICT is not only an essential tool for teachers in their day to day work, but also offers them opportunities for their own professional development. **Teaching with ICT the reduced the input and output time and increased the process time.** Increased process time will leads to increase the time of students’ activities, discussion, correlation with other subjects, brainstorming and learning etc...

## CRITICAL UNDERSTANDING OF ICT AS AN ENHANCING PROFESSIONAL CAPABILITIES (EPC) COURSE:

The National Knowledge Commission (NKC) has experimented that **teachers are the single most important and significant element** of the education system and the country is already **facing shortage of qualified and motivated teachers** at different levels. The **training of teachers is a major zone of concern** at present existing time as both pre-service and in-service **training of teachers are extremely, enormously inadequate and poorly managed** in most states of the country. **Pre-service training needs to be upgraded and improved** and differently **regulated both in public and private institutions.** NCTFE 2009 emphasised Information Communication Technology (ICT) in schooling as well as e-learning became centre juncture in the frame work. **ICT has**

become an **essential, integral and important part of today's teaching learning process**. The assimilation of ICTs in teaching in general and teacher education in particular is the needs of the day. The use of Information Communication Technologies can make substantial and considerable changes both for teaching and training mainly in two ways. **Firstly**, the amusing rich representation of the information changes learner's perception, observations and understanding of the context. **Secondly**, the huge massive distribution and easy access to information can change relationships and associations between teachers and students. ICTs can also offer influential powerful support for educational innovation.

With the beginning of two years Bachelors of Education (B.Ed.) Course National Council of Teacher Education (NCTE-2015) has introduced 'Critical Understanding of ICT' as one of the compulsory EPC courses. This course is under the title Enhancing Professional Capabilities (EPC). This newly, afresh presented course has caught attention of the whole educated community as well as experts in the field of Information Technology (IT) and Information Communication Technology (ICT). It has lot of scope for fostering creativity, socialization, confidence building, and organization ability in the student-teachers at B.Ed. level. It is being imagined that the teachers once professionally equip and train with the skills of IT and ICT; they will be making difference and modification in the pedagogical practices in classrooms. This course is being introduced but the really in various institutions is diverse in terms of its implementation in teacher education programme. Teacher educators themselves are struggling to do justice to this EPC Course. Their own Professional Capabilities are also challenged and tested in doing so.

#### **TRANSACTIONS OF "CRITICAL UNDERSTANDING OF ICT" AT AMITY B.Ed. COLLEGE:**

Amity B.Ed. College, Bharuch, Affiliated to, The Veer Narmad South Gujarat University, Surat has introduced the course and has successfully implemented the course 'Critical Understanding of ICT' at B.Ed. level. This course is having weightage of 2 credits; (4 hours per week), (50 marks) in the bachelors of Education Programme. It is transacted in the semester III of Second year.

During the practical work period students are given tasks based on the various ICT Tools and they are doing it in group. Each group is assisted by the teachers concerned. There are various tools of ICT such as Edmodo, Prezi, Flip Class, Pedlet, Blogger, Flip Book, Ms Publisher, Software – Portable Document Format (Pdf) Creator, Movie Maker, Fast Image Resizer, Concept Mapping software, Graphics software, School Management Software- Tenno, Open Admin for Schools, Koha Library, Massive open online course (Mooc) Open learning - <https://www.openlearning.com>, Future Learn - <https://www.futurelearn.com>, Swayam - <https://swayam.gov.in/Home> etc.. are practiced by the students in small group so as to develop ICT skills.

**Workshop** A one day workshop is being organized to develop the skill of understanding and use the various applications among the trainee teachers by the Amity B.Ed. College, Bharuch to provide them exposure about the ICT Skills and above application and software integrating them in the classrooms.

**Internship** Student teachers integrate these learning experiences as per their understanding in their internship programme during the school visits in third semester. Here they make an attempt to prepare lessons to integrate any of the application or software or tools form in their classroom teaching or preparing teaching module and prepare teacher's portfolio by using taught ICT skills.

**Assignment** is given to them for the assessment of the inputs given to them during the semester and enhances their professional capacities. These assignments are given to them in group or

in isolation decided by them only. Student teachers have to select any five tasks from the list having different categories i.e. Software, Mobile Application, Social Network site, **Moocs**, etc..

- Prepare a News Letter of one month activity using Ms Publisher
- Prepare a Presentation using Prezi – online presentation tools on any one topic of your choice
- Create an android application for Multiple Choice Question (MCQ) of any on subject of your choice.
- Create a Blog and upload the reading notes of any one subject of your choice.
- Create a Google site with minimum 5 pages and upload the reading notes.
- Create a group using Edmodo for learning a subject of your choice.
- Create an online test using Edmodo or any other online tools of your choice.
- Create a WhatsApp broadcasting group for learning vocabulary.
- Prepare a short film of your subject using various movie making tools.
- Create a Facebook channel and upload any five videos your subject.
- Create a Pedlet of any one subject of your choice.
- Registered yourself on Swayam Portal and complete the any one online course.
- Create a flipbook and upload on your blog or Google site.
- Create 4' x 6' card for Congratulation, Get Well Soon, 100% Attendance, Securing First Rank etc... using Graphics Design software.
- Prepare School management system using the **Teno**.

### **SOME REFLECTIONS:**

From the experience of two years' implementation of the course and transecting and assessing the course, feedback of the student teachers are taken for the further improvement. Certain reflections are made by students to which teachers are also agreeing. Few of the vital are presented here.

- Student teachers were happy with the inclusion of this course in the B.Ed. curriculum.
- They were not of the opinion to teach this course through lectures but practical work needs to be more.
- ICT has s vital scope in the integration in the main curriculum. It has enhanced their confidence, communication ability, creativity and insight.
- Their experience during Internship revealed by them is due to their exposure to ICT they could conduct School lesson, CCA very well in school.
- Language students have used this ICT skill and software, mobile application in the classroom to improve reading habits and vocabulary of the learners.
- ICT are the area where more exposure and work is needed to integrate in the classroom. As student teachers as well as teachers find it limited to awareness area only.
- ICT has again vital scope of integration in the classroom and school activities. It enhances their creativity, productivity and imagination ability.
- During the workshop feedback was taken from the students and they all shared that this course has a great potential of transforming the novice into the professional.
- As a teacher educator, I feel, in order to teach this course commitment and devotion is required because when you are dealing with students in the practical work, time is consumed and emotional attachment is established.
- Specialized professionals are not in a position to do justice to deal with the course so, we as a teacher education community should come out with the customized and modified course module on Critical Understanding of ICT.

**CONCLUSION:**

Critical Understanding of ICT courses are providing opportunity on developing the professional and personal self of a teacher. These courses are also offers opportunities to self-reflect, study issues of identity, interpersonal relations, while viewing schools as sites for social change; developing communal sensitivity and the capacity to listen, understand and empathize. The efforts and objectives of NCTE in introducing it in the form of the EPC course can be realize by putting efforts to transect it in its full zeal and enthusiasm. We should get away from the boundaries of the evaluation and paper pencil test but evolve the mechanism of monitoring the students' progress in this area.

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