Consultation on 'National Policy on ICTs in School Education'

Short Discussion Paper
Teacher Education

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Teacher Education

Teacher Education and Development:

Some key issues vis-a-vis Education:

(a)   Regarding Purpose: Preparing a group for social, emotional, cultural and cognitive participation.

This purpose suggests the development of a teacher who can work with students and get them to work with each other to facilitate their development into sensitive and cooperative individuals. They need to be able to ensure opportunity for children to dialogue, discuss and share ideas.

(b)   If the purpose of education is as above, we need to consider the role of experience and of human interaction in learning and the value of informal sharing/ incidental learning and exposure. We have to consider the implications of this for ICT use.

Obviously this implies that we cannot have ICT being used for all needs of teacher development and there is substantial chunk that would require teachers share with each other and with facilitators who can enable them to reflect. Teachers need to share experiences and frustration with each other and also understand the background of children.

(c)   One important and key constraint in teacher education: Our training processes are limited by the fact that while there is a need to share ideas with a large number of teachers, the people who are capable of doing that are limited. The complex web of ideas that need to be embedded in the mind of good facilitator is not easy to create i.e. we have an inadequate human resource and expertise of certain ability and kind.

The other key constraint is

-        Access to a variety of possibilities on conceptual materials.

What do we want to achieve from ICT in Teacher Education?

(i)   Helping teachers become capable of seeking resources.

(ii)   Helping teacher educators become capable of seeking resources.

(iii)   Teacher education requires development of sensitive, confident, open and aware teachers. Not all these can be done through ICT. ICT would clearly need to be supplemented by human interaction.

(iv)   The areas on which materials can be shared through ICT in the form of visual materials

includes materials on;

-      Student abilities.
-      Teaching learning process.
-      Classroom architecture.
-      Use of materials.
-      Alternative description of classrooms.

(v)   ICT use for teacher development cannot only be in the form of visual displays including films but also in the form of reaching textual material of different kinds to both these groups. It can also facilitate interaction and sharing amongst teacher educator themselves and may be at later date amongst teachers as well.

The Problem:

In the current scenario where we are trying to cut costs and finding it difficult to deal with human beings are moving towards human free systems. It is very easy to succumb to temptation to look at ICT as an alternative to these problems. Therefore, rather than working towards developing better teacher educators and spending time on developing possibilities of human interaction you could end up using ICT for closed directives and trivial solutions both at the level of teacher development and at the level of classroom.

It must be remembered that ICT is a tool.

A tool that can be used by a person for purposes useful to her and not an answer to all

problems or as a replacement of things more important. A effective tool for some things and

not for everything. We know that tools can cause disaster more effectively too, if not used

well.