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Neo-ICT and Pedagogy Symbiosis in Teacher Education Programmes for Next Generation Teachers

Deepali Tyagi* and Sujeet Kumar Mishra**

Status of Teacher Education Institutions

The current system of Teacher Education is supported by a network of national, provincial and district level resource institutions working together to enhance the quality and effectiveness of Teacher Preparation Programs for Serving-Teachers throughout the country.

The National Council for Teacher Education has initiated suitable measures to make teacher education at various levels responsive to developments as well as to quality concerns in future. Education of teachers not only facilitates improvement of school education by preparing competent, committed and professionally well qualified teachers who can meet the demand of the system, but also functions as a bridge between schooling and higher education. But, the manpower planning is practically absent in teacher education.

Status of Information and Communication Technology (ICT)

The most striking innovation in the field of education is the introduction of Information & Communication Technology (ICT) in teacher education. Even ICT is continuously evolving with the time. Neo-ICT resources like Learning Management system (LMS), Google Tools, Open Educational Resources (OER), Massive Open and Online Courses (MOOCs), Social Media and Open Access for teachers and Teacher Educators are coming and successfully running across the global institutions. MHRD, Government of India is also doing its part to match up to the global standards by OER policy formation; introduction of OER, Google tools in Refresher course for Teacher Educators; e-monitoring of Teacher Education Institutions (TEIs), Webcast services of PRASHIKSHAK – Teacher Education portal, etc.

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Status of Teacher Education in Context of Neo-ICT Usage

As we know, Teacher education is a vast terrain of scholarly activity. If systematically organized and managed, neo-ICT tools in Teacher Education Programmes (TEPs) can enable universities to train and produce a number of capable and proficient Teacher Educators. In recent time, development and prosperity require Neo-ICT and pedagogy together. The educational institutes should cope with the suddenly increasing demand for content and skill. Now we cannot depend on traditional methods, as either because the curriculum is poor or lack of skilled individuals in application of Neo-ICT tools. To cope with this neo-environment, it is essential to interweave these new Neo-ICT skills and relevant curriculum transition process.

As younger people are more likely to be familiar with Neo-ICTs and are more adaptable they are more likely to infuse Neo-ICT resources with pedagogy in their thinking. Therefore, it is in the pre-service stage that they are most open to learning how to infuse technology into pedagogy. Based on their long experiences with traditional modes of learning, In-service Teacher Educators may find it challenging to incorporate Neo-ICTs into their own instructional practices. Therefore, initial adoption of Neo-ICT in Teacher Education specifically through In-Service Programmes has not resulted in significant intrusions into the field of Teacher Education. While on other hand Pre-Service Programmes not get much fruitful bearings into Neo-ICT resources due to lack of infrastructure and most prominently shortage of mentors who have multi-skill (Neo-ICT and Pedagogy) in true symbiotic terms.

To begin with this process, the real problem is to find the academics blended with both the skills i.e. technological and the pedagogical transition process.

Partnership, Parasitic and Symbiotic relationship

In present situation, the 'partnership' is prevailed in terms of thinking, 'parasitic relation' prevails in practice and 'symbiotic' fusion is rarely present in the transaction.