

A STUDY OF INFORMATION COMMUNICATION TECHNOLOGY IN TEACHER EDUCATION

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ABSTRACT :

Information communication technology has become one of the basic building blocks of modern society. many countries now regard understanding ICTs and mastering the basic skills and concepts of ICTs as part of the core of education, alongside reading, writing and numeracy. Changing and modernizing educational system and ways of learning. Innovative use of ICTs is defined as the use of ICTs applications that hold up the learning objectives based on the requirements of the modern information society. Hence there is a need to bring out the facts on the impact of ICTs on educational trainers. This article discusses the factors which simulate or limit the innovative use of ICTs by teacher education.

Keywords: *ICTs, Teacher Education*

ICT AND ITS ROLE OF EDUCATION :

Independent literature, ICTs has been characterized as having the potential to enable National Development. However, ICTs has been conceptualized mostly as a Monolithic and homogeneous entity. To a great extent, the ambiguous findings and diverse opinions on the role of ICTs in the national development can be attributed to this Limited focus. From health service to amusement, from education to governance, ICTs has become an essential component of basic life. In many countries, ICTs has helped in improving the quality of education, it has the ability to address literacy and improve the quality of education, in all sectors, through multimedia capabilities such as simulations and models, ICTs can give learners access to concepts that they provisionally could not grasp. The acquisition of ICTs skills in educational institutions helps knowledge sharing, thereby multiplying educational opportunities. Integrating ICTs literacy will be crucial as it means harnessing technology to perform learning skills, it must encompass the use of ICTs to manage complexity and solve problems by thinking critically creatively and systematically towards the goal of acquiring thinking and problem-solving skills. For the students, this can be used for making assessments, collecting data documentation, and conducting research it can be a medium for teaching and learning. This can act as the medium through which teacher and learners can learn. Here an order to introduce a understand the need of ICTs in educational institutions teachers or students undergoing teacher education must first comprehend and be at ease with ICTs. They must be given opportunities for acquisition of new knowledge. This can be made possible by promoting ICTs based training program introduced in their curriculum.

THE KNOWLEDGE REVOLUTION AND ROLE OF TEACHER :

The pace of Technology Revolution and emergence of a knowledge society can change the traditional role of the teacher and the students. The new phase of the knowledge Revolution the source of knowledge has shifted from a one source to a different source. This has an overall impact on the development of learning abilities among the children. There is a need to facilitate training on ICTs for teacher both at the pre service level and in service level.

ICTS A SOLUTION FOR THE IMPROVEMENT OF THE EXPERTISE OF TEACHER :

ICTs enabled distance education is poised to rule the world. This would not only strengthen the elementary education needs of the country but world also increase the dependence of education on ICTs technological development always warranted transition to newer technologies for a considerable Period of time and subsequently embracing new technologies should have fine

balancing so as to improve also quality of education. Teacher role in enhancing learning achievement of child education, as we know is instrumental in ensuring that the future generation is well informed and competent. Opportunity because the quality and accessibility of education varies so greatly between regions, the school system of our country after fails to deliver the level of education necessary to ensure such competency. The acquisition of fundamental ICTs skills among teachers and students helps knowledge sharing, thereby multiplying educational opportunities. However, all teacher or not willing to introduce new technologies to themselves first and subsequently to their students in order to implement ICTs driven distance education programs, the teacher must first understand and be comfortable with the technologies. They must be given opportunities for acquisition of a new knowledge. This can begin by promoting Computer training program for teachers. Monetary incentives can be offered as means of motivation. The use of ICTs in middle and high school students. One challenges 2004-05 Academic year. According to him, using ICTs in the middle and high school students. One such study is by Martin Carnoy 14 which is entitled education; possibilities and challenges 2004-05 academic year. According to him, using ICTs as a supplement to improve test score results, may, however, be seen to be more effective than traditional teaching one. Hence is much more applied.

ICTS IN TEACHER EDUCATION :

The need for teacher training is widely acknowledged. Professional development to incorporate ICTs into teaching and learning is an ongoing process. Teacher education curriculum needs to update this knowledge and skills as the school curriculum change. The teachers need to learn to teach with Digital Technologies even though many of them have not been thought to do so. The aim of teacher training in this regard can be either teacher education in ICTs or teacher education through ICTs. Teachers professional development is central to the overall change process in education. They are unsure of how to make most effective use of ICTs as a powerful and diverse resource and one which can potentially alter traditional teacher-students relationships. If they are to invest time and energy in embracing the technology, teachers need to understand and experience the potential benefits of using ICTs. Moreover, they need to have access to the evidence that supports the improvement in teaching and learning, including case studies and examples of effective practice. If the necessary changes in education are to be realized, they need strong leadership and support along with a school development plan for the integration of technology. They also need technical support so that they feel comfortable in using the technology and are more willing to experiment. There are variety of approaches to professional development of teachers in the context of use of ICTs in education. Professional development to incorporate ICTs into teaching and learning is an ongoing process and should not be thought of as one 'injection' of training. Teacher needs to update their knowledge and skills as the school curriculum and Technologies change. Two aims of teacher training are fundamental; teacher education in ICTs and teacher education through ICTs. The most obvious technique for professional development in for teacher is to provide courses in basic ICTs knowledge and skills. It is necessary for teachers to become skilled in operating the new technologies and in exporting them effectively as educational tools. Teachers must master the use of information-skills of research, critical analysis. Linking divers' types and sources of information, reformulating retrieves data- If they are to teach their pupils to develop these same skills. There needs to be more emphasis placed on training in pedagogy, as the opposed to the current trend in many education systems where the major focus is specialized knowledge in specific curricular subject. Teachers must be adequately equipped with more didactic competencies so as to assume their new as experts in the learning process.

TEACHER EDUCATION THROUGH ICTS :

ICTs can support effective professional development of teachers. Using ICTs as tools for training of teachers. As sources of information and expertise, as well as tool for distance communication, ICTs

can offer many new possibilities for teacher education. Teacher may through the regular use of these technologies. Use of new media, new rules of communication-even a new language- have to be learned. A framework for ICTs in teacher education. In planning for infusion of ICTs into teacher preparation programmes, the factors important to a programmes success must be considered. A holistic frame work proposed by the UNESCO (2002) takes in to account the factors eg. cultural educational technology resources that are important in Planning the integration of Technology in to preservice curriculum. The framework provided in figure I has been designed to assist policy makers, teacher educators, textbook writer, and other professionals who are charged with developing the use of ICTs in teacher education.

CONCLUSIONS AND SUGGESTIONS

The use of ICTs has the potential to allocate opportunities for learning broadly across the teaching force. The study found that teacher education Institutions are no longer ICTs utilizing ICTs. Measures are to be taken to improve the quality and support to students, opening up new avenues for professional development of our future teacher. Teacher training should encompass ICTs skills along with a full understanding and complete mastery of teacher as pedagogical tools. Teacher education institution should be ensured with financial and human resources with training for successful incorporation of ICTs it is also necessary to extend a stronger understanding of future learning needs and future environmental for ICTs skills.

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