



## **ROLL OF ICT IN TEACHER EDUCATION**

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### ***Abstract***

*ICT defined as information and communication technology (ICT) the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage, and present information model and control events, construct, new construct new understanding and communicate with other. In the context of learning process. ICT may be referred as a necessary tool for any student who desires further learning shortly after the internet explosion of the 1990s. ICT was immediately integrated into educational field. Even though symbolized advancement in human knowledge was seen as a setback by many educational field. Even though symbolized advancement in human knowledge was seen as a setback by many educational field. Even though symbolized advancement in human knowledge was seen as a setback by many educator and instructors at the university, there are many advantages of using ICT as a tool for teaching and learning. The advantages such as ICT can be used at anytime, anywhere, access t remote learning restores and it help to prepare individual for the work place.*

### **Information and communication Technology**

It was limited only to the textual mode of transmission of information with ease and fast. But the information not only in textual form but in audio, video or any other medias is also to be transmitted to the users. Thus, the ICT=IT+ other media. It has opened new avenues like, online learning, e-learning, virtual university, e-coaching, e-education, e-journal etc. Third Generation mobiles are also part of ICT. Mobile is being used in importing information fast and cost effective. It provides e-mail facility also one can access it anywhere. It will be cost effective, the ICT brings more rich material in the classrooms and libraries for the learner to use maximum senses to get ther information. It has broken the monotony and provided variety in the teaching-learning-situation the ICT being latest, it can be used both at school and higher education in the following areas :-

- Teaching
- Diagnostic testing
- Remedial teaching
- Evaluation
- Psychological testing
- Development of Reasoning & thinking
- Online Tutoring
- Development of Reasoning & thinking.
- Instructional material Development.

ICT's help expand access to education. The ICT being, latest, it can be used both at school and higher education levels in the following areas . Teaching Diagnostic Testing Remedial Teaching Evaluation psychological Testing Development of virtual laboratory, online tutoring development of Reasoning of Thinking instructional material Development ICT to improve student learning ICT should be utilized selectively within the teaching centered and should focus upon improving students. "Understanding of enthusiasm The prime goal must reside with effective teaching and learning with ICT contributing to such a dynamic process. If learning materials are designed around technologies, the student should be motivated by opportunities.

#### **Roll of ICT in Teacher Education:-**

ICT's are one of the major contemporary factors shaping the global economy and producing rapid changes in society. They have fundamentally changed the way people learn, communicate, and do business. They can transform the nature of education – where and how learning takes place and the roles of students and teachers in the learning process.

Education faces a number of problems. These problems include the shortage of qualified teachers, very large student populations, high drop-out rates of these negative aspects result in poor delivery of education. The education crisis is worsened by the devastating effects of the HIV/AIDS pandemic, increasing poverty, a brain drain in the teaching community, budgetary constraints, poor communication in and inadequate infrastructure.

While societies undergo rapid changes as a result of increased access to information, the majority of the school-going youth continue to undergo traditional rote learning. Very little is done to take advantage of the wealth of information to build knowledge. Is one of the essential

literacy skills vital for the workforce in the 21<sup>st</sup> century, it is often overlooked in current educational practices.

In order to function in the new world economy students and their teachers have to learn to navigate large amounts of information, to analyze and make use of, and to master new knowledge and to accomplish complex tasks collaboratively. Overloaded with information, one key outcome of any learning experience should be for learners to critically challenge the material collected in order to decide whether it can be considered useful input in any educational activity. This is the basis for the construction of knowledge. The use of ICT's as part of the learning process can be subdivided into three different forms: as object, aspect, or medium (Pollock, ten Brummelhuis, & Pelgrum, 1997).

- As object, one refers to learning about ICT's as specific courses such as 'computer education'. Learners familiarize themselves with hardware and software including packages such as Microsoft Word, Microsoft Excel, and others. The aim is computer literacy.
- AS aspect, one refers to applications of ICTs in education similar to what it is in industry. The use of ICT's in education, such as in computer-aided design and computer-aided manufacturing are examples.
- ICT's are considered as a medium whenever they are used to support teaching and learning.

Technology is not new to education. However, contemporary computer technologies, such as the Internet, allow new types of teaching and learning experiences to flourish. Many new technologies are interactive, making it easier to create environments in which students can learn by doing, receive feedback, and continually refine their understanding and build new knowledge. In the education sector, curriculum review efforts are geared towards modernization, including the incorporation of important ICT components. However, even the reviewed curricula tend to treat ICT as a subject rather than as an application tool that can be used in all other subjects, in teaching and learning. Very recent discourse indicates that future curriculum reviews may consider a fully fledged ICT mainstreaming process. Teacher Education institutions and programmers have the critical role to provide the necessary leadership in adapting pre-service and in-service teacher education to deal with the current demands of society and economy. They need to model the new pedagogies and tools for learning with the aim of enhancing the teaching-learning process. Moreover, teacher education institutions and programmers must also give guidance in determining how the new technologies can best be used in the context of culture.

needs and economic conditions of their country. The case study reported below has tried to do just that.

### **Conclusion**

ICT's in education are not transformative on their own transformation requires teachers who can use technology to improve student learning. The Professional development of teacher education in the area of ICT interment is use of technology I their own classes. It with not be possible to prepare a new generation of teachers who effectively use the new tools for teaching and learning.

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