

**PROVINCE OF AVANT-GARDE ICT FOR FUTURISTIC TEACHER EDUCATION****Prasad N. Waykule, Ph.D.**

*Astt.Prof. (Swami Vivekanand College of Education, Wakad Pune- 57) Om-shiv Colony,  
Sadguru Krupa, Niwas, Nimbalkar Nagar Tathawade, Pune 411033*

**Abstract**

*The Roles of ICT in education has vast impact in this globalised World. Information communication technologies (ICT) at present are influencing every aspect of human life. They are playing salient roles in work places, business, education, and entertainment. Educational systems around the world are under increasing pressure to use the new information and communication technologies (ICTs) to teach students the knowledge and skills they need in the 21st century. The 1998 UNESCO World Education Report, Teachers and Teaching in a Changing World, describes the radical implications ICTs have for conventional teaching and learning. It predicts the transformation of the teaching-learning process and the way teachers and learners gain access to knowledge and information. The challenges of ICT in teacher education are mainly related to how teachers try to cope with children's informal learning, which occurs outside the formal school environment. Teacher education institutions should normally be those first concerned with the pedagogically adapted use of ICT. Integrating ICT into teacher education courses has two aspects. The first concerns teachers in educational programmes who use ICT as a tool in their practical pedagogical activities.*

*Key words: Roles of ICT, Teacher education*



*Scholarly Research Journal's is licensed Based on a work at [www.srjis.com](http://www.srjis.com)*

**Introduction:**

ICTs are making dynamic changes in society. They are influencing all aspects of life. The influences are felt more and more at Teacher Education because ICTs provide both students and teachers with more opportunities in adapting learning and teaching to individual needs. Society is forcing schools aptly respond to this technical innovation. Tinio (2002), states the potentials of ICTs in increasing access and improving relevance and quality of education for developing countries. ICTs greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems. Information and communication technologies (ICTs) are a major factor in shaping the new global economy and producing rapid changes in society. Within the past decade, the new ICT tools have fundamentally changed the way people communicate and do business.

**Concept and meaning****▪ ICT:**

Information Communication Technologies (ICT) in this review refers to the computer and internet connections used to handle and communicate information for learning purpose.

▪ **Teacher Education:**

It refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

**Objectives of ICT in Teacher Education for futuristic Teachers:**

It is very much essential to know the importance and need of the ICT in the field of education.

1. Improvement in process of concern field.
2. Reduction of illiteracy, misconception and old techniques of teaching.
3. Expansion of provisions of updating knowledge and training in other essential skills required.
4. Increased acquisition of ICT by individuals in form of the knowledge, skills and values required for better quality in education.

**Challenges came in Teacher Education with the use of ICT:**

Teacher education institutions are faced with the many challenges of preparing a new generation of teachers to effectively use the new learning tools in their teaching practices. For many teacher education programmes, such task requires the acquisition of new resources, expertise and careful planning.

*In approaching this task it is helpful to understand:*

- The impact of technology on global society and the implications for education and its sub branches.
- The extensive knowledge that has been generated about how people learn and what this means for creating more effective and engaging student- centered learning environments.
- The stages of teacher development and the levels of adoption of ICTs by upcoming teachers
- The critical importance of context, culture, leadership and vision, lifelong learning, and the change process in planning for the integration of technology into teacher education
- The ICT competencies required of teachers related to content, pedagogy, technical issues, social issues, collaboration, and networking
- The importance of developing standards to guide implementation of ICTs in teacher education
- The essential conditions for successful integration of ICTs into teacher education
- Important strategies to consider in planning for the infusion of ICTs in teacher education and managing the change process.

The challenge for ICTs in Teacher Education is to assure that the new generation of teachers as well as current teachers, are well prepared to use new learning methods, processes and materials with the new ICT tools for learning.

**Enhancement of ICT for Futuristic Teacher Education:**

ICT helps everyone to improve their level of development. It also access to the learning programme any time convenient to the teacher Educators. They can be at any place for the learning which helps them to improvise their self for betterment of society. It helps to support the knowledge and its application at real classroom to enhance their skills. It also constructs their knowledge and ability of using ICT into real scenario.

### **A Lifelong Perspective of ICT for futuristic Teacher Education:**

In many of the countries targeted with this curriculum, ICTs are in the early stages of development in commerce, industry, and particularly, in society. Communities and regions may have very limited resources. The lifelong learning perspective suggested above could be adopted whenever ICT literacy is taken into consideration. There are obvious differences between book related knowledge and ICT-based knowledge. Book related knowledge is considered to have a longer retention period and a deeper impact on the intellectual mind. Lifelong learning as a phenomenon is generally defined from two different perspectives. These are the lifelong and the life wide learning processes. Lifelong learning is related to the different forms of learning during a person's life. They are regarded as formal learning, non-formal learning, and informal learning. These three forms of lifelong learning is not mutually exclusive. They appear in each of us during our entire life. Lifelong learning on the other hand, refers to the process by which an individual is given the opportunity to learn throughout his/her entire life, from the cradle to the grave. Although the term lifelong learning is widely used, its practical use in the shaping of career and competence development. The general integration of ICT in teacher education probably calls for the individual teacher not to be seen as a "finished product" when leaving teacher education, but as a lifelong learner. As such, teachers must be prepared to learn the basics of ICT, to incorporate new technology, and new pedagogical methods to improve their teaching. Educational programmes for in-service teachers should also aim to enhance not only their skills as ICT users, but also as ICT developers. Teacher education in relation to ICT should be seen as a solid structure provided during in-service education periods and that this solid structure will be able to sustain and support competence development during the lifelong learning process. ICT has changed not only educational life, but also the whole of our social life.

### **Conclusion:**

Developed nations are using ICT in their education systems. The most challenging condition to implement ICT strategy at teacher education is its fulfillments of objectives. On the other hand, the limitation of ICT use in education is related to student behaviour. Appropriate use of computer and the internet by futuristic teacher educators have significant positive effects on their attitude and their achievement.

### **References:**

- Castells, M. (1996). *The Rise of the Network Society*. Oxford: Blackwell Pub.
- Chaib, M. & Karlsson, M. (2001). *ICT and the Challenge to Teacher Training- A student perspective*. In M. Chaib (Ed.), *Perspectives on Human-Computer Interactions – A multidisciplinary Approach* (pp. 141–172). Lund, Sweden: Studentlitteratur.
- ICT in Teacher Education Challenging prospects* Edited by Mohamed Chaib & Ann-Katrin Svensson
- ICTs in teacher education- A planner Guide*.
- The Role of Information communication-Fisseha Mikre. Ethiop. J. Educ. & Sc. Vol. 6 No.2*
- Mrs. swati desai, 'role of information communication technologies in education'*.