

STUDY OF INTEGRATION OF INFORMATION & COMMUNICATION TECHNOLOGY IN PRE SERVICE TEACHER EDUCATION CURRICULUM

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ABSTRACT

Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy. One of UNESCO's overriding aims is to ensure that all countries, both developed and developing, have access to the best educational facilities necessary to prepare young people to play full roles in modern society and to contribute to a knowledge nation. Maintaining a capacity to advise national governments on the use of technology in schools and, in particular, on the optimal balance, given local circumstances, between ICT and older educational technologies and assisting countries in developing educational software and materials that reflect their own national and regional cultures are key components of the Organization's strategy to achieve the Education for All goals.

KEYWORDS: *ICT, Educational Software, National & Regional Cultures, Pre-service & In-service Programmes.*

Introduction

The application of ICT in education in schools depends on the knowledge and competencies of teachers who are central to the process of education. There is the need for a new generation of teachers who are able to use the new tools to enhance their own productivity and decision making activities and who can integrate technology into the learning process. As a result, teacher education in the country ought to adapt the pre-service and in-service programmes towards the acquisition of ICT skills and competencies. The partial development of a competent teacher depends upon the Pre-Service Secondary Teacher Education (PSTE) Programmes. The in-service teacher can augment the ICT skills and competencies through further training. It is essential that ET should be integrated in the present Pre-service teacher education curriculum.

It is becoming imperative for teacher education institutions to wake up and reorganize their curriculum to accommodate the changing face of knowledge and technology and in effecting a paradigm shift from teaching to learning. The Society for Information Technology and Teacher Education has identified basic principles for development of effective ET teacher education (SITE, 2002). These are

- Technology should be infused into the entire teacher education programme.
- Technology should be introduced in context,
- Students should experience innovative technology supported learning environments in their teacher education programme.

Several international agencies like International Society for Technology in Education (ISTE), Asia - Pacific Programme of Educational Innovation for Development (APEID) of UNESCO Bangkok have developed the competency standards and guidelines for ICT integration in Teacher Education Institutions. In the present era when

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