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A STUDY OF ICT IN EDUCATION, WITH FOCUS ON EDUCATOR PREPARATION

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ABSTRACT

Because technological progress has affected every facet of society, there has been a dramatic change in what is expected of teacher education. The twenty-first century may be defined by the growth of the knowledge-based society, in which technologies of information and communication (ICTs) play an important role. Across the board, classroom instruction now includes a focus on student development in addition to the transmission of knowledge. Teachers have a responsibility to help students gain expertise in their areas of study. Technological advancements have improved the quality of education in several ways that IT-driven education ushers in a new pedagogical era by reshaping the processes of content generation, archiving, and dissemination. The distribution of information and the interchange of ideas are two areas where teacher education is experiencing a rise in use. The use of pedagogical National Policy on Education (NPE) adopted in 1986 emphasised the need of integrating technology into the educational process. Computers, Literacy, and Classroom instruction (CLASS) and Information and Communications Technology (ICT) in colleges are two examples of government programmes that encourage the use of technology in education. In a similar vein, the Central Authority for the Betterment of Education (CABE) recommended that all children complete at least two years of secondary school in a 2005 report. The use of ICT and the development of students' technical skills necessitate a shift in conventional classroom procedures. Teachers must learn to use the wide variety of ICT resources accessible to them effectively in the classroom. There are fresh opportunities to reach out to underserved communities and children with special needs. That's why it's the job of faculty members to equip their learners with the information and abilities they need to succeed in the pre- and post-service phases of the teaching profession. Becoming a tech-savvy professor requires a mastery of both hardware and software, as well as an awareness of information and communication technologies. Therefore, it is essential that programmes that train teachers put an emphasis on making their students

technologically literate. To that end, there may be opportunities for educators, both new and seasoned, to use the internet and other kinds of electronic communication in novel ways (NCF, 2005). Candidates for teaching positions should not only become fluent in a variety of technologies and related applications, but also gain experience incorporating these tools into classroom instruction.