INFORMATION AND COMMUNICATION TECHNOLOGY AND PRE-SERVICE TEACHER TRAINING PROGRAMME

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At first pragmatic countries introduced technology in the class room. Now a days students are getting concepts clarity, and curiosity to learn is increasing because of ICT Educational systems around the world are under increasing pressure to use innovative methodologies and integrate new information and communication technologies (ICT) in teaching learning processes to teach in the 21st century. This technology enables the learner to learn anytime from anywhere. Time and place will not be constraints, learners can learn at their own pace. Teachers can teach the multimedia based content at anytime from anywhere so, even beyond the class room, learning is occurring effectively. Hence it is essential to utilize all these advantages of the technological development in our learning process. With emerging new technologies, the teaching profession is evolving from an emphasis on teacher centered lecture based instructions to student centered interactive learning environments. With the process of globalization occurring at a fast pace and availability of information in nanoseconds through technology the world has shrunk.

The presence of computers in schools has increased dramatically and predictions are that this trend will continue to accelerate Technology usage in the classroom motivates students and teachers, increases productivity and facilitates instruction. When used with effective instruction practice, technology facilitates learning and students learn the content in depth. Educators use technology to create a rich environment where student work shows evidence of conceptual understanding beyond recall. Technology is used to provide opportunities for students to apply knowledge in real world contexts and engage in active participation, exploration and research.

ICT majorly involves CAI, CAL and CBT which are as follows:

CAI: - When the instructions to the student are provide with the help of computers, then it is called as CAI.

CAL: - CAL developed during 1970's CAL provides a huge amount of information to the learners in a short period of time. CBT: with the help of CBT, testing of the student's knowledge to record their progress in a particular subject is known to the teacher by using computers.

In order to use technology effectively, educators need to be trained in using technology and they need to develop a good understanding of it. Technology is used to enhance learning therefore it is important for educator to be comfortable using it to ensure that students get the full advantages of educational

technology. Teachers must be trained in how to plan, create, and deliver instruction with in a technological setting. It requires a different pedagogical approach.

Technology training directly effects preservice teachers self-efficacy and value beliefs, which in turn influence their student centered technology use.

Knowledge transmitted through information technology makes it necessary to recognize that information has a half-life. There means that information is constantly undergoing revision.

It's well recognized these days that parental engagement is crucial. In an area like computing and ICT, parental engagement can benefit everybody. It's commonly assumed that new teachers will automatically know all about information technology because they are young. In fact, many of the advances in the use of teaching in the class room are being made by older people those who have used the technology in others areas of work and moved in to teaching later in life. Passing the test merely shows that you not a completely blanks sheet as far as technology is

Concerned.

Student teachers are not given adequate training in basic computing skills because of the assumption that they already have then or it may be that the organization responsible for the training does not understand the need for such

Training,

This paper made an attempt to discuss about the opinion of the D.Ed. trainees on ICT and pre service teacher training.

To study about the ICT and pre-service teacher training. The researchers have selected nearly 50 members of D.Ed. students as my sample randomly based on random sampling technique. And the researcher also prepared a questionnaire consisting of the25 items. They administered the test in a peaceful atmosphere.

The hypotheses of the study are as follows:-

1. There is no significant difference between the opinion of male and female D.Eds. trainees regarding their awareness about ICT.

2. There is no significant difference between the opinion of male and female D.Ed. trainees regarding preparation of competent teachers by organizing ICT training to the pre-service teachers.

3. There is no significant difference between the opinion of male and female D.Eds. trainees regarding the use of ICT in the process of teaching learning.

4. There is no significant difference between the opinion of male and female D.Eds. trainees regarding the capability of pre-service teachers utilizing the technology perfectly in their classroom without failure.

5. There is no significant difference between the opinion of male and female D.Eds. trainees regarding their thinking that pre-service teachers are better than teachers at corporate sector.

6. There is no significant difference between the opinion of male and female D.Eds. trainees regarding the fruitfulness of the learning outcomes of the teaching by the trained pre-service teachers through ICT.

Results and Findings of the study are:-

1) There is no significant difference between the opinion of male and female D.Eds. trainees regarding their awareness about ICT.

S.NO. TOTAL	FEMALE	YES	NO
1	MALE	15	05	20
2	FEMALE	22	08	30
3	TOTAL	37	13	50

Nearly 70% of the D.Eds. trainees said that they are aware of ICT and nearly 30% of

They said that they don't have awareness on ICT.

2) There is no significant difference between the opinion of male and female D.Eds.

Trainees regarding preparation of competent teachers by organizing ICT training to the pre-service teachers.

S.NO. TOTAL	FEMALE	YES	NO
1	MALE	20	00	20
2	FEMALE	15	15	30
3	TOTAL	35	15	50

Nearly 54% of the D.Eds. trainees reported that they don't know that ICT is useful in the processes of teaching learning and nearly 46 % of them said that they know that ICT is useful in the process of teaching learning

3) There is no significant difference between the opinion of male and female D.Eds. trainees regarding the use of ICT in the process of teaching learning.

S.NO. TOTAL	FEMALE	YES	NO
1	MALE	17	03	20
2	FEMALE	20	10	30
3	TOTAL	27	13	50

Nearly 74 % of the trainees reported that ICT based training to pre-service teachers preparing competent teachers regarding their subjects and nearly 36% of them said that they do not know that ICT based training to pre-service teachers is preparing competent teachers regarding their subject.

4) There is no significant difference between the opinion of male and female D.Eds. trainees regarding the capability of pre-service teachers utilizing the technology perfectly in their classroom without failure.

S.NO. TOTAL	FEMALE	YES	NO
1	MALE	07	13	20
2	FEMALE	10	20	30
3	TOTAL	17	33	50

Nearly 36 % of the trainees said that trained pre-services teachers are capable of utilizing the technology perfectly with out any failures in their classroom and 74% of the trainees said that trained pre-service teachers are not capable of utilizing the technology perfectly in the classroom after becoming professionals under government sector.

5) There is no significant difference between the opinion of male and female D.Ed trainees regarding their thinking that pre-service teachers are better than in-

service teachers.

S.NO. TOTAL	FEMALE	YES	NO
1	MALE	20	00	20
2	FEMALE	20	10	30
3	TOTAL	40	10	50

34% of the trainees said that the trained pre- service teachers are better than in- service teachers in teaching by using ICT and 76% of the trainees said that the trained pre-service teachers are not better than in-service teachers in teaching by using ICT.

6) There is no significant difference between the opinion of male and female D.Ed. Trainees regarding the fruitfulness of the learning outcomes of the teaching by the trained pre-service teachers through ICT.

S.NO. TOTAL	FEMALE	YES	NO
1	MALE	10	10	20
2	FEMALE	08	22	30
3	TOTAL	18	32	50

20% of the D.Eds. trainees reported that the learning outcomes of the teaching by the trained pre-service teachers through ICT are fruitful and nearly 80% of the D.Eds. trainees have reported that the learning outcomes of the teaching by the trained pre-service teachers through ICT are not fruitful.

CONCLUSION:

Technology alone, of course does not produce learning. Technology is a tool that can be used in many ways, to enhance learning. Nothing can replace the human touch involved in teaching. A machine cannot encourage, reflect and or cheer on the learner. Classroom instruction is the heart of the entire educational process.

The use of the ICT can make substantial change in education and training mainly in two ways:

1. The rich representation of information changes learner's perception and

Understanding of the content

2. The vast distribution and easy access to information can change relationship between teachers and Students. ICT can also provide powerful support for educational innovations. ICT can be used as a tool for training and support of teachers regardless of geographical dispersion.

The teachers who are undergoing the pre- service training organized by the government are learning the various ways of organizing their subject in many innovative ways and are becoming competent in their own subjects but are not properly utilizing them daily in their classrooms after becoming professionals in the teaching field. If they happen to utilize them with complete dedication then the pre- service programs will become fruitful leading to the quality education in the government sector.

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