Indian is a large country and education is the backbone of our country. We are also advanced and progressive to spread our specialities in various sectors like science, business, technology, hospitality, communication and education. India is stepping towards the title of 'super power' . To contribute to the process of this advancement, it is necessary to produce the quality teacher educators. Today's teacher has number of responsibilities and his/her role in fostering the student centric learning is becoming wider and wider. So to perform the multifarious task and other a responsibility with good performance is the demand of the world. Even teacher workload issues are also concerned with it so one should make it strategy instead of a technique of teaching. This article gives a global perspective about the need of ICT in teacher education.

INTRODUCTION

Modern information and communication technologies have created a "global village," in which people can communicate with others across the world as if they were living next door. For this reason, ICT is often studied in the context of how modern communication technologies affect society.

ICT is the ability to use digital technology, communication tools, and/or networks appropriately to solve information problems in order to function in an information society. This includes the ability to use technology as a tool to research, organize, evaluate and communicate information and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information. This definition encompasses three areas of ICT literacy, namely cognitive, technical, and social. It recognizes that in the technologically connected world, one does not live in insolation and therefore needs 'soft' as well as 'hard' skills to confidently, reliable, and responsibly use ICT.

In present scenario, teachers need to help their students in: how to learn, how to grow in future, how to develop study skills, how to conduct fundamental research, how to examine, evaluate and assess information and also how to question and then dismantle unauthentic structure of knowledge and cognition if need be. This is necessary if the teachers really want to survive in the ICT savvy
world of education. All these expectations may be met only through need-based, goal-oriented and meaningful in-house discussion, conferences, symposia, workshops, refresher and orientation courses, crash courses, capsule courses and subject-based courses, interdisciplinary and holistic approaches to education and quality research and by enriching the existing libraries and making use of the user-friendly ICT with contextually appropriate and firm pedagogical scaffolding. The teacher educators and individual teacher ought to sincerely and persistently work hard towards this goal.

Various education commissions and a number of expert committee have discussed the aims of teacher education in India. Unfortunately, barrng a few exceptions, our universities and institutions of higher learning have largely not been able to live up to these great expectations. On the contrary, they have just become bodies for conducting stereotyped examinations and degree-awarding centre. The quality and reliability of such exams and degree is also sometimes questionable. One of the main reasons is the inadequate academic, Professional and pedagogic preparation and insufficient level of knowledge and the skills of the faculty. Besides this, traditional versus modern method of teaching, outdated knowledge and information and lack of skills, teacher attitude, aptitude and authenticity of their source of knowledge are some of the other core issues. Owing to knowledge explosion and tremendously fast changing ICT, the teacher sometimes find it rather difficult to cope with the new intellectual challenges being through up by the changed global and local context. Therefore they need to acquire new knowledge, and reliable and authentic information.

ICT especially in the 21st century context of teacher education fulfills the following objectives.

* It envisages excitement to the learner’s eyes, ears, and more importantly the head.
* ICT fulfills the needs of student teachers by providing items and packages of higher standard and interest.
* It helps in transforming the definition of literacy, learning and knowledge to multimedia digitized literacy.
* Multimedia provides a kind of control over the learning environment to the student teachers as they experience learning from their failure and practices.
* ICT facilitates the learner to have control on lesson, pace the sequence, content, feedback, which in turn enhances the efficiency of learning.
* Due to interactive nature, ICT creates motivation and interest among the learners.
* ICT develops the ability of self-learning and interacting individually.
* ICT-empowered simulated learning and minimizes dangers in the real world; e.g. practical in science.
* ICT is a powerful new development in teacher education, Digital and Internet based multimedia transforms the present trend in the field.
* ICT helps in capacity-building of teacher educators.
* ICT helps in conducting research.

**Review**

Over the last two decades, the use of ICT has been an important topic in education. On the one hand, studies have shown that ICT can enhance teaching and learning outcomes. For example, in science and mathematics education, scholar's have documented that the use of ICT can improve students conceptual understanding, problem solving, and team working skills (Culprit, Honey Mandira, 2005; Gerban, 1992; Tao & Gunstone, Martin, 2005). As a result, most curriculum documents state that the importance of ICT and encourage school teacher to use them. However, teachers need to be specifically trained in order to integrate ICT in their teaching (Batane, 2004; Jacobsen, Clifford & Friesen, 2002; Markauskaite, 2007; Mitcham, Wells & Wells, 2003; Yildrim, 2000.)

**APPROACH FOR ICT PROFICIENCY IN TEACHER EDUCATION**

It seems that effective development of pre-service teacher ICT proficiency is not a simple process, but is the one that asks for a careful and proper approach. Firstly, this is important to find out what ICT skills and knowledge teacher need at school. Secondly, designers of teacher education programme should know the pre - services teacher perception of ICT and their attitude towards ICT integration into curriculum (Murphy, 2000). This is because these attitude and perception are instrumental is how future teacher will use ICT in their teaching. Although there is a great deal of research on technology and teachers education, because of specific various teacher education programs, changes in population trends, and rapid technology Advancements, there is a constant need for more research about the role of ICT in teacher education programs in this specific context.

Thirdly, teacher education programs need to take into account the important steps in favour of the ICT appropriation in schools.

A) First step that emphasizes the importance of technological skills. This urges teacher education programs to provide future teachers with as many technological skills as possible.
B) The second step accords a more important role to develop pre-service teachers’ perspectives of pedagogical knowledge about technology integration. According to this step the content-related technology knowledge is the most important factor for technology integration in teaching. This knowledge is referred to as technology pedagogical content knowledge (TPCK) (Mishra & Koehler, 2006).

The institutions that uphold the teacher education programs need to be aware of these two above said steps and use the opportunity to build a balanced ICT program for pre-service teachers.

**Conclusion**

ICT in education is the need of the hour. To promote computer literacy and build capacity in ICT skills, ICT courses should be integrated to curricula from the school level itself. Computer literacy classes in public libraries can also be used as a means of promoting and propagating ICT awareness. Since most of the time our computing facilities remain underutilized (about 30% of their potential), Efforts should be encouraged to harness the full potential of our computing resources with the help of shared resources and innovative technologies. This could obviate the problem of physical access and connectivity.

The teacher education system empowered by ICT driven infrastructure can have a great opportunity to come up to the centre stage and ensure academic excellence, quality instruction and leadership in a knowledge-based a society. ICT has revolutionized the entire concept of education, learning and research by offering new opportunities and challenges in creation and dissemination of information by way of web TV’s, Net PC’s and Web-based education independent of time, pace and place. It is really a challenging task to strengthen ICT in teacher education because a large majority of the teacher education institutions are unequipped or under-equipped in the terms of digitized and high-tech infrastructure.

**REFERENCES**


