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### **Attitude Towards ICT Among B.Ed. Students**

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#### **Abstract:**

*Throughout the world there is awareness of the fundamental role of new Information and Communication Technologies (ICTs) in the field of education. Theoretical and empirical studies have considered the importance of ICTs in the process of teaching and learning. Information and communication technology (ICT) is often used as an extended synonym for **information technology (IT)**. A majority of teachers perceive ICT to offer advantages to classroom learning but many also struggle to see specific benefits and methods for use. It helps the teacher to improve their teaching skill. Teacher lesson planning is vital when using ICTs. In this current paper ICT attitude among the student teachers were discussed.*

#### **Introduction**

Teacher education means professional preparation of teachers. Education must serve as, “powerful instrument of social, economic and cultural transformation necessary for the realization of national goals”. As the educational approach goes through a vast change in the newly emerging society, the Teachers need to be well equipped with knowledge, which would arouse curiosity in the students to learn new things. It means the acquisition of that type of knowledge of information, skill and ability, which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means shaping and reshaping the attitudes, habits and personality of a teacher.

#### **What Is ICT?**

Information and Communication Technology (ICT) generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware and software applications, and connectivity.

#### **Role of Information and Communication Technology In Education**

Educational systems around the world are under increasing pressure to use the new Information and Communication Technologies to teach students about the knowledge and skills they need in the 21st century. The 1988 UNESCO world Education Report, Teachers and teaching in a changing world describes the transformation of the teaching learning process and the way teachers and learners again access to knowledge and information. The technology invites learners to be more independent and the curricula to be more dynamic. Teachers need to complement their pedagogy expertise by utilizing online facilities. Use of ICT effectively requires a change in classroom practice rather than mere acquisition of technical skills. Teachers need to familiarize themselves with possibilities, approaches and applications in the use of ICT that facilitate teaching learning. These technologies along with overhead and computer projections have the potential to make teaching, learning and training processes more efficient and cost effective. It has opened up new possibilities of reaching out of the still unreached-disadvantaged groups and children with special needs. Teacher

education programmes at the pre-service and in-service levels must have ample scope for inducting pedagogic skills and management of technologies as important components of teaching-learning environment to enhance efficacy of transaction. These need to integrate technology-related practices with the existing methodology courses and introduce specialized courses to equip the student teachers with skills of operating and maintaining hardware, acquiring and utilizing software of different kinds.

### **Conditions Required For Teachers To Motivate And Use ICT**

Ziko identify three conditions that must be fulfilled for teachers to be motivated and use ICT in their practice:

1. Teachers must believe that by using technology they are more likely to achieve a higher-level goal than through other means used ('effectiveness')
2. They must believe that if used, technology will not disturb the other high-level goals that they want to achieve ('disturbances')
3. Finally, teacher must believe that they are in control, having the ability and resources to use ICT effectively ('control')

### **How Does the Teacher's Work Change (Because Of ICT)? Clarification:**

ICT as such doesn't change the teacher's work, but it offers possibilities for change. A teacher's work can be divided into two main areas: the work with students, which means the "ordinary teaching"; and the work in school with other staff members, the kind of organizational work. This focuses on the first area, the changes in teaching practices when ICT is in use. If a teacher only uses digital learning material similarly she/he needs only some basic ICT skills. If a teacher uses the many possibilities of ICT and new pedagogical applications she/he needs a rather broad understanding of ICT and the pedagogical tools, as well as rather advanced ICT skills. Often even the pedagogical principles need to be changed. The teacher's competence and work is essentially different in this kind of broader use of ICT.

### **Challenges In Incorporating ICT:**

In teacher training programs at, the ICT education scenario is struggling with the following problems:

1. Only at the awareness development level are objectives being achieved, but higher order thinking skills regarding the use of ICT tend not to be occurring.
2. Technology, pedagogy and content area integration is a rare feature. All components are dealt with separately which creates confusion for students.
3. There is a serious discrepancy among syllabi of teacher training institutions and secondary schools. Syllabi at various institutions are not on a par with school level curriculum.
4. Time duration of the courses related to ICT education is too short to develop knowledge and necessary skills among students to achieve higher order thinking skills.
5. There is a lack of availability of proper infrastructural facilities at most of the institutions.
6. There is a mismatch between available hardware and software to develop required learning resources.

### **Recommendations to Educational Administrators**

1. ICT integrated programme can be organized for B.Ed. Students.
2. Teacher's attitude towards ICT can be made positive by conducting seminars, workshops.
3. ICT integrated lesson plan can be implemented and practiced during the B.Ed. course.
4. B.Ed. trainees can be trained to teach their lessons using ICT component.

### **Conclusion**

Education in Information Technology has undergone remarkable development with the introduction of a number of related courses at graduate and postgraduate level in India. Introduction of Information and Communication Technology (ICT) can provide solutions with inputs from both within and outside. In the information era the responsibility of a teacher has been strengthening by his soft skills, we could consider ICT skill is major one among the soft skills, which decides the status and potential of a teacher to provide a rich classroom environment. So the need of ICT in Bachelor arises which has its own vital role in the areas like research, power point presentation, documentation and guidance and counseling. It is necessary to have enough knowledge at Bachelor of Education level.

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