

“ROLE OF COMPUTER EDUCATION PROGRAMME IN TEACHER EDUCATION INSTITUTIONS OF KAKATIYA UNIVERSITY-AN ANALYTICAL STUDY”

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ABSTRACT

Information Technology is nothing but the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a micro-electronics - based combination of computing and telecommunication. Communication technology and information technology that have thin line between them but cannot do away without each other. When these technologies are applied in the field of education, it is termed as ICT in education. The teachers need to acquire new knowledge and reliable and authentic information as the burden of the development of the young generation lies on their shoulders. The acquisition of fundamental ICT skills among teachers and students helps knowledge sharing, thereby multiplying educational opportunities. However, all teachers are not willing to introduce new technologies to themselves first and subsequently to their students.

Teachers have to be trained to facilitate the learning process, make the process real, achievable, challenging, yet exciting and not intimidating. ICT can be used in support of traditional teaching methodologies like the large group lecture, student note taking and examinations. Preparing future teachers who know how to integrate effective use of information and communication technologies (ICT) in their curriculum remains a challenging goal for teacher preparation programs. Students need to acquire digital age literacy skills and learn how to responsibly use technology as a learning tool for acquiring information, solving problems, sharing knowledge, creating innovative ideas and developing global awareness. Two aims of teacher training are fundamental: teacher education in ICT; and teacher education through ICT. The application of ICT in the education setting has to be cultivated, promoted and nurtured as new interactive relationships among teachers, learners and technologies are fast emerging. It is high time for the teachers to acquire mastery over the technical knowhow or else the teachers who are literates and supposed to spread literacy may be treated as illiterates in the present scenario

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