In today’s digital literacy society acquires increasing importance in any job profile. Specially, in educational community, information and communication technology skills have become crucial to the curriculum designing and implementation. The main purpose of the study was to investigate the effects of information and communication skills development program (ICT) on computer self efficacy, self regulation technology integration beliefs and course outcomes of prospective teachers. The present study had an experimental design, included an experimental group (N=51) and a control group (N=51) and used pre-test and post-test measures. ICT Skills Development Program, Technology Integration Beliefs Scale and Computer Achievement Test were developed and validated by investigator for the collection of data. The Experimental group was exposed to ICT skills development whereas control group was exposed to traditional teaching method for 35 sessions of 40 minutes duration. Both groups were taught similar topics, but exposed to different instructional treatment. The topics were taken from the computer application paper of B.Ed syllabus under Punjabi university, Patiala. The Participants were 102 prospective teachers who responded to pre-test and post-test scales while taking an ICT skills development program.

The analysis of data revealed that the students enrolled in the ICT skills development instructional program, comparing with students in the control group, showed significant improvement in their computer self efficacy, self regulation, technology integration beliefs and computer achievement. Statistically differences have been found in favour of the experimental group. These results strongly supported the effectiveness of ICT skill development program in improving technology integration beliefs of the prospective teachers. ICT is an effective technique to improve the academic performance and technology integration beliefs of the prospective teacher which is otherwise difficult with the traditional teaching method.